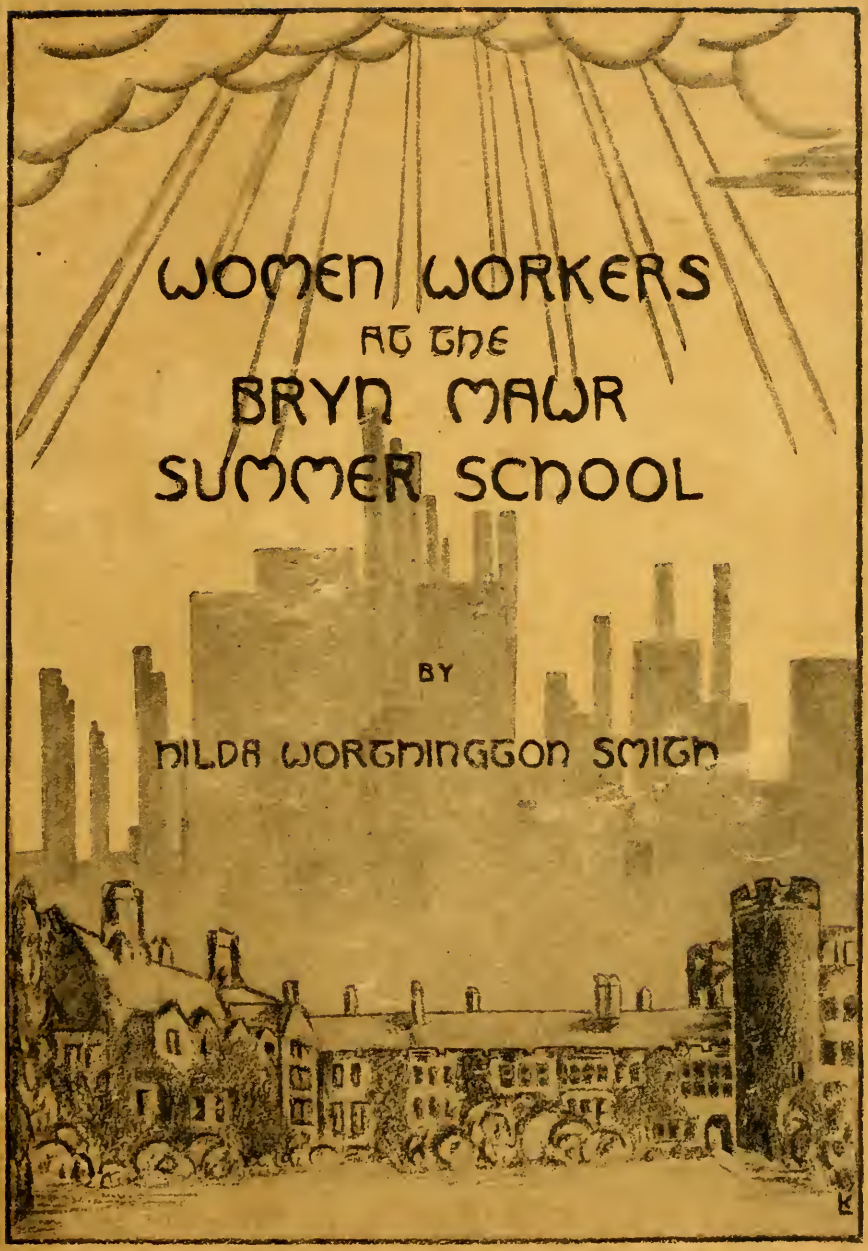
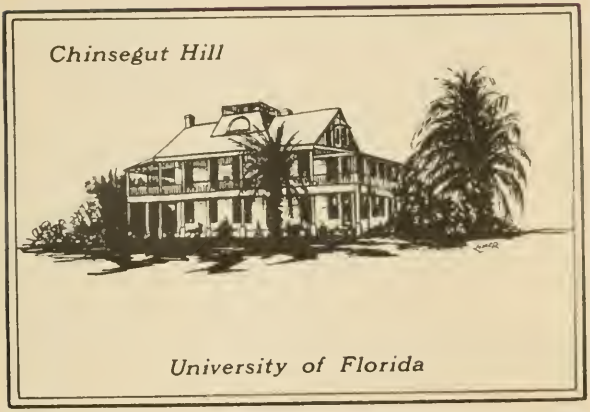
WOMEN WORKERS AT THE BRYN MAWR SUMMER SCHOOL

BY

HILDA WORTHINGTON SMITH




Chinsegut Hill
University of Florida

To Mrs. Robins
With Christmas Love
from
Hilda

WOMEN WORKERS AT THE
BRYN MAWR SUMMER SCHOOL

The Cloisters, Bryn Mawr College

Women Workers at the Bryn Mawr Summer School

By

Hilda Worthington Smith

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"All these put their trust in their hands,
And each becometh wise in his own work.
Yea, though they be not sought for in the council of the people,
Nor be exalted in the assembly. . . .

Yet without these shall not a city be inhabited,
Nor shall men sojourn nor walk up and down therein.
For these maintain the fabric of the world,
And in the handiwork of their craft is their prayer."

—*Ecclesiasticus.*

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FOREWORD

By M. Carey Thomas, President Emeritus of Bryn Mawr College

The following survey of what she so happily refers to as "a new adventure in women workers' education," by Hilda Worthington Smith, Director of the Bryn Mawr Summer School for Women Workers in Industry, gives a faithful history of over six hundred women workers who have studied and played on the Bryn Mawr College campus for the past eight summers. It is a moving story told by Miss Smith with sympathy and charm and cannot fail to touch the hearts of all readers, and it makes available the experience of Bryn Mawr Summer School for other colleges and universities that wish to do likewise. The gratitude of everyone interested in the education of adult workers is due to the Carnegie Corporation of New York, which has generously paid for the preparation and publication of this survey.

During the first two years covered by the Survey it was my duty as President of Bryn Mawr College to preside over the Joint Administrative Committee which planned and developed the Summer School and during the five years following my resignation as President to serve as one of the forty members of this Committee and I can testify to the fairness and accuracy of Miss Smith's account. Nothing is exaggerated, no difficulties have been suppressed. The glow of enthusiasm and mutual understanding which she has succeeded in reproducing in this report was felt by us all.

At the time of the inception of the Summer School, Bryn Mawr College was fortunate in having on its faculty Dean Hilda Worthington Smith, whose abilities, experience and sympathy marked her out as director and organizer of the Summer School, and Professor Susan M. Kingsbury, the Director of the Carola Woerishoffer Graduate Department of Social Economy and Social Research, who had spent many years in studying and teaching industrial and social questions, who drafted the first curriculum of the Summer School and acted as chairman of the instruction and appointments committee for the first five years. Two women labor leaders who had themselves been factory workers also gave lavishly of their time and strength to the founding of the Summer School, Miss Mary Anderson, the head of the Women's Bureau of the United States Department of Labor, and Miss Rose Schneidermann, the head of the New York Women's Trade Union League and since that time President of the National League. Without these four women the Bryn Mawr Summer School could not, I think, have succeeded.

I have presided over, and sat on, many committees, but never before in my lifetime have I worked on a committee as inspiring as the Joint Administrative Committee of the Summer School. It has shown me that the training obtained by women workers in industry is invaluable in solving difficult educational and practical problems. It has amazed me to find that with a fifty-fifty representation of women workers and college officials, professors, and college alumnæ we have been able to reach substantial agreement on all of the many decisions that we have had to make. It has taught me to reverence the kind of experience that comes from overcoming terrible hard-

ships when it is used singleheartedly, as by the women workers, to help on a great cause.

Everyone connected with the Summer School has come into exciting contact with entirely new thoughts and emotions. To us as to women workers a new world has been opened. We have learned how glorious teaching in our schools and colleges ought to be if only our winter students, like the summer students, welcomed knowledge with enthusiasm and new ideas with rapture. Our belief in beauty has been quickened by the women workers' delight in the Bryn Mawr campus, its trees and lawns, the sunset glow through the great windows of the library, the moonlight in the cloisters, the trickling fountains in the Deanery garden. We have regained our faith in the future from the genuine understanding and sympathy that have grown up summer after summer between the Summer School students and the college graduates and undergraduates who have acted as their tutors and sport instructors.

Many of the Summer School students have had long years of factory work after leaving school at thirteen or younger, and have never learned, or have forgotten, the meaning of ordinary English words, so that they are no longer able to understand the daily newspapers. Many of them had never been in private houses or private gardens, so at first they thought the houses on the college campus must be "palaces," and asked whether the simple gardens surrounding them could really be "gardens out of books." Others had had so little leisure between the factories where they worked and the houses where they slept that they had never had time to see the stars or the trees and wrote back after leaving Bryn Mawr that they were living in a new world in which they got up at night

to see if "their stars were shining," and instead of sleeping on Sunday mornings went out to the parks to see how "their trees were growing." Many of them were so excited by their new knowledge that they wanted to leave the Summer School at once and return home—one to tell her father what astronomy teaches about the sun and the moon, another to explain the newspapers to her family and many others to share with their brothers and sisters the new understanding they had gained of economic questions.

And yet with such terrible handicaps as these the Summer School students have taught us more than they have learned. It has been wonderful to us to see how their representatives on the governing board have put their whole hearts into improving the curriculum for the students who were to come after them and how devotedly, after they had learned to trust us, they have worked with us for the best interests of the Summer School.

The experience of eight summers has, I think, convinced us all that such coöperative college and labor schools will become a potent influence in the coming social reconstruction which, if it is to endure, must rest on the same foundations of sympathy and understanding as on which the Bryn Mawr Summer School has been built.

The expansion of the individual Bryn Mawr Summer School into the "Summer Schools for Women Workers in Industry," which took place in 1926, with a central New York office, representative alumnæ from other colleges on the governing board, working under Miss Hilda W. Smith as Chairman of the Board and Director of the Summer School, augurs well for the new development of women workers' education begun at Bryn Mawr.

INTRODUCTION

"When I had to stop school at thirteen to go into the factory," said one Summer School student, "I felt as though a door had been slammed in my face. Now I see that the door is a crack open, and I can see through to a beautiful country beyond."

The door of Bryn Mawr College opened on June 15th, 1921, for the first group of women workers in industry, who came as students from every part of the United States for the first two months' course. Now, after eight years, women workers are still gathering at Bryn Mawr every summer, and also enrolling for courses in three other Summer Schools for Women Workers, started by other groups. The doors are indeed open and the workers are eagerly exploring that country beyond.

The story of the Summer School is the story of that pioneer exploration along untrodden ways, through new educational country. It is made up of the experience of many people, tested each year as a guide to further experiment.

The richness of this human experience which is the Summer School cannot be put on paper. All that can be done is to gather individual stories from students and teachers; to piece together significant records from the files; minutes of board meetings and committees, faculty reports, students' letters and articles; and to attempt from this mass of material to picture the Bryn Mawr Summer School as a living and vital entity, with the spirit

of growth within itself, flowering in many unexpected places and bearing fruit in the lives of many people.

The following record is concerned with the development of the School itself, its organization, curriculum and teaching method, and with a discussion of the main problems met by students, faculty and executives from the beginning of the School in 1921, through the summer of 1927. More recent developments are briefly stated in this report, enabling the writer to draw certain conclusions and to foresee the trend of this Summer School movement in its immediate future.

As originally planned, this study of the Summer School was to center on a survey of the former students of the School for the first five years, and the effect of the School, in so far as it could be traced, on these students' activities in their own communities. This survey was undertaken by Miss Helen D. Hill, a former tutor of the School, in the winter of 1926-27, and is now published as a separate pamphlet to be obtained through the American Association on Adult Education, 41 East 42d Street, New York City. This present volume, written at the suggestion of various members of the Summer School Committee to give the background of the Summer School itself, is not complete without the material contained in Miss Hill's study. The Summer School has no meaning apart from its students and their experience of what the School has meant in their own lives. The School must be tested in the light of their subsequent activities.

To all those who have contributed from their experience to the writing of this present record, by sending letters and articles, or by reading the manuscript and helping with revision, hearty thanks are herewith given.

If something of the atmosphere of the Summer School

is caught in these pages, something of the courage and hope of its students, the "desperate patience" and skill of its faculty; the free air of vital discussion and the changing moods of its daily life; if above all, other doors are opened to other workers, the full purpose of this record will have been served.

"Bryn Mawr, you called.
We answer unafraid.
Out of the factory we come to thee.
Give us the tools, the tools of our new trade,
Give us the truth to set our spirits free."

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CHAPTER I

THE SUMMER SCHOOL AND ITS STUDENTS

The Original Inspiration for the Bryn Mawr Summer School

Those familiar with the history of women's education in this country will always associate with it the name of President M. Carey Thomas of Bryn Mawr College. Struggling for an education in those days when doors of opportunity were closed to women; insisting on university training at a time when such training for women was derided and when she herself was forced to listen to university lectures from behind a curtain; carrying her own high standards into the making of Bryn Mawr College and determined that Bryn Mawr should make possible for women wider fields of usefulness,—President Thomas has won the recognition and gratitude of all those concerned in educational progress. Her inspired action in establishing the Bryn Mawr Summer School for Women Workers in Industry in 1921 followed logically upon her years of pioneer work as an educator, and was one more expression of her belief in women and her vision of their future.

It would be impossible to reproduce at second-hand the account given by President Thomas of her original conception of the Summer School, an account so vivid

and significant when she described her idea to the Summer School in 1922, that only extracts from the original address can give the spirit of her great purpose. (For complete address, see Appendix A.)

"It gives everyone connected with Bryn Mawr College much pleasure to know that for the next eight weeks its great lawns and gray stone buildings will be used by ninety-eight women workers in industry. Few things in my life have been more interesting than your coming to study in Bryn Mawr College. It is an adventure for us and for you, an adventure that may have the happiest results. You and your teachers are beginning here something that may help to bring about industrial peace. Nothing ought to be impossible in the new world in which you will live the greater part of your lives. I venture to predict that we shall look back on the new emotions and sympathies that we have become increasingly conscious of since the great war as the beginning of a new era of understanding and coöperation, just as two thousand years ago the beginning of the Christian era marked another great change of heart.

"I see now the same shifting of sympathy and interest in the younger generation of men and women that has taken place in my lifetime in regard to other great changes in public opinion, such as women's education, woman suffrage, prohibition, and peace, changes very similar to our present growing belief in social justice and international good will. This shifting was first to be observed in the heads and hearts of ingenuous youth. As it was then, so it is now. Nothing so transports with enthusiasm the Bryn Mawr College students as the thought of world peace, or the hope of equal opportunities for life, liberty and happiness for all men and women. Noth-

ing so consumes them with burning indignation as unnecessary discrimination against those less fortunate than themselves, or the suggestion that their brothers may have been borne into the world to become 'food for cannon.' These new thoughts and feelings may well alter the whole human relation between manual workers and people who do not work with their hands, who until now have enjoyed greater opportunities of education and happiness. Such people are relatively few but influential out of all proportion to their numbers. Their coöperation means rapid, peaceful and permanent reform of our present unhappy industrial conditions. These new thoughts and feelings may well prove to be the strong foundation on which the United States of Europe and America will rise, a building not built by hands but by the irresistible forces of mutual understanding and good will.

"It was in the Sahara Desert that I first realized these coming changes. In December, 1919, my cousin, Alys Russell (Bryn Mawr, 1890), and I spent eleven days in the upper part of the Sahara Desert with our own caravan of Arabs, camels, mules and tents. You probably imagine a desert, as I did before this journey, as made up of endless stretches of gray sand like the sands of the New Jersey seashore, but our desert was a great tawny ocean rolling from horizon to horizon. When you cross this ocean, as we did, you must go round, or over, these great billows of yellow sand, winding far below in their golden troughs, or climbing over their golden crests. It is indescribably beautiful. Striking camp at sunset was the most beautiful of all. The Arabs would unpack our camp chairs and we would sit for hours watching the sun set and the moon rise while the tents were pitched and the

prehistoric camels snarled and groaned as their packs were rolled on the sand.

"One afternoon at sunset I was sitting on my golden hilltop, rejoicing that British women had just been enfranchised, realizing that American women would soon be politically free and wondering what would be the next great social advance, when suddenly, as in a vision, I seemed to see that out of the hideous world war might come as a glorious aftermath international industrial justice and international peace, if only your generation had the courage to work as hard for them as my generation had worked for woman suffrage. I also saw as part of my vision that the coming of equal opportunity for the manual workers of the world might be hastened by utilizing before it has had time to grow less, the deep sex sympathy that women now feel for one another. The peculiar kind of sympathy that binds women together seems to come only to those who have not been free. It belongs to oppressed races, Jews and Armenians, to small and persecuted religious sects, to believers in unpopular reforms. It belongs at the present time to all women the world over because of their age-long struggle, which is not yet over, for human rights and personal and civil liberty." . . . "Then with a glow of delight as radiant as the desert sunset I remembered the passionate interest of the Bryn Mawr College students in fairness and justice and their intense sympathy with girls less fortunate than themselves; and I realized that the first steps on the path to the sunrise might well be taken by college women who, themselves just emerging from the wilderness, know best of all women living under fortunate conditions what it means to be denied access to things of the intellect and spirit."

Coming back to America in the fall of 1920 President Thomas proposed to the Bryn Mawr directors, faculty and alumnæ her plan for a workers' school on the Bryn Mawr College campus. It is to the credit of the liberal traditions of Bryn Mawr which have always fostered educational experiments that the directors supported the new plan, voting unanimously on January 17, 1921, to use the college buildings and equipment for such a workers' school. The college faculty also, after making sure that such a school would not endanger the high standards of Bryn Mawr, voted by a large majority to approve the plan. Spontaneous response came from the Alumnæ Association, many of whom were concerned in their own communities with various phases of the industrial question, and proud to have their college take the first step in a new field of education. Others, less informed as to the possibilities of the industrial group, were for one reason or another reluctant to have the campus used by outsiders. On the whole, however, alumnæ interest was fortifying to the new venture, and in December, 1920, the final vote of the Alumnæ Association in favor of the new School was unanimous. Especially on the financial side was this interest a vital factor in the history of the School, as Bryn Mawr alumnæ in many districts of the country have since that first year undertaken to raise the scholarship fund.

This initial inspiration of President Thomas, simple in its conception as it seemed at the time, has been far reaching in its results. Her plan of using empty college buildings in summer for women workers in industry began a unique development in American education. It has had its effect on more than eight hundred women

workers in this country and is beginning to interest women workers abroad. Certain college alumnæ and teachers attribute to the School and their contacts with it fundamental changes in thinking which have reacted on their whole lives. Other educational institutions, as the result of the Bryn Mawr Summer School, are opening their doors for experiments in new fields of teaching. Who shall say to what new borders of knowledge and understanding the path will lead, that path on which President Thomas in 1921 set forth as a pioneer?

General Plan of the Bryn Mawr Summer School

After the first Summer School in 1921, one hundred women workers in industry have come to Bryn Mawr every year for a two months' course. Recruited by district committees throughout the country, these workers represent often as many as fifteen nationalities and twenty-five trades, coming from industrial centers in every section of the United States, even as far west as the pacific coast, and including recently a small group of students from Europe. Fifty students are always selected from trade unions, and fifty who are not union members. A scholarship covering all expenses at the School is assigned to each accepted candidate. The courses are liberal in scope, covering required work in economics and English composition, and elective study in elementary science, history, psychology, literature and the appreciation of music. A Joint Administrative Committee made up in equal numbers of college women and women workers controls the policies of the School, coöperating with local committees in every industrial center to find well-qualified students and secure the scholarship fund. (For Statistics of Students, see Appendix D.)

The Purpose of the Bryn Mawr Summer School

Original Statement of Purpose

Issued by the Joint Administrative Committee, 1921

"The object of the School is to offer young women of character and ability a fuller education, in order that they may widen their influence in the industrial world, help in the coming social reconstruction, and increase the happiness and usefulness of their own lives. The Summer School shall not be committed to any dogma or theory, but shall conduct its teaching in a broad spirit of impartial inquiry with absolute freedom of discussion and academic freedom of teaching."

Revised Statement of Purpose

(From the Constitution, as amended in 1923.
Article II, Section I.)

"The aim of the School is to offer young women in industry opportunities to study liberal subjects and to train themselves in clear thinking; to stimulate an active and continued interest in the problems of our economic order; to develop a desire for study as a means of understanding and of enjoyment in life. The School is not committed to any theory or dogma. The teaching is carried on by instructors who have an understanding of the students' practical experience in industry and of the labor movement. It is conducted in a spirit of impartial inquiry, with freedom of discussion and teaching. It is expected that thus the students will gain a truer insight into the problems of industry, and feel a more vital responsibility for their solution."

The interpretation of the purpose of the School, stated above, may still be a matter of opinion. It is difficult to frame a statement to express educational and social significance. For those who have been most closely identified with the School, a definite aim seems to disclose itself through any form of words, and with this underlying purpose the School has been carried forward. The School has tried through its program of study to give the student an opportunity for development as a human being and as a responsible member of society; to encourage her to discover her talents and resources in order to make some creative use of them for the benefit of all; to help her to understand her own problems as an industrial worker, and to develop a sense of social responsibility for the solution of these problems.

The Students and Their Impressions of the School

Friday, in the middle of June. An air of expectancy about the campus. Undergraduates giving last touches to the rooms in the two dormitories, adding a frill of curtain here, a scrap basket there, and anxiously dividing ink bottles and a small heap of ancient sofa-cushions. Bare rooms, in comparison with the aspect of the "winter college," but alcoves in paradise to the tired workers now on their way to Bryn Mawr. The housekeeper is busy directing the maids in setting up tables for the first luncheon. The laboratory is full of packing cases, microscopes, and cages ready for cocoons and moths. A few turtles, gold fish and a baby alligator are being assigned homes for the summer. The business office is preparing for the inrush of trunk checks, and making last arrangements for supplies. One undergraduate in a car is starting for the station to carry up a hundred or more bags, and

others are meeting every train. The faculty, assembled a day ahead of time for conference, are finding their offices and preparing for first interviews with their enrolled students. And the first students arrive.

From the Far West, these early arrivals, the Seattle, Portland and Tacoma delegation, with a California representative reported on her way. As train after train comes in girls appear in the office: a group of New York garment workers; a Philadelphia milliner with her mother and two sisters who have come to see the college where Mary is to spend two months; the southern group, timid, and tired with their first experience of sleeping cars and night trains; two colored girls from Chicago, serene and well poised, but undoubtedly wondering in their own minds how they will be treated in the School; textile workers from New England, some with Scotch or Irish burrs; telephone operators from Cincinnati; a waitress from Colorado; Russians in khaki knickerbockers and blouses, who have hitch-hiked to Bryn Mawr; Scandinavians from Minnesota; an Italian dressmaker rejoicing to find other Italian girls in the School, and hurrying off to telegraph her mother this reassuring discovery; Lithuanians, Poles, Pennsylvania Germans mingling in the halls with mountain whites from Kentucky, Canadians, Rumanians, Czecho-Slovakians. Laughing or sober, from near or far away, they throng into the office, are greeted and given their room assignments, while the baggage is piled mountain high in the hall. In charge of an undergraduate guide, they all go off to find their rooms, and identify their room mates.

Assignment of rooms is always made according to what has become a very definite School policy. Girls from the same cities are never put together. Friends are ruthlessly

separated. But co-religionists are put together as roommates, union with union members, non-union girls together. Girls of the same trade from different parts of the country often find themselves in the same double room. The general plan is to give every girl some new contacts, and at the same time not to place her in a position where through too pronounced antagonisms or differences in experience she will be unhappy and out of her element. This plan has worked well, though there are always the usual protests from friends who are separated, and many adjustments to place in double suites girls who have never been accustomed to sleeping in a room alone, and are afraid even in the questionable solitude of a single room in a corridor. One such girl was discovered two weeks after the School opened. She had gone to bed every night at dusk, and put her head under the blankets, terrified of the silence and darkness of the campus, and afraid to hear the footsteps of the night watchman on the walk outside. Coming as she did from a brightly lighted town, and a crowded home, the new experience was too much for her nerves. Only her growing interest in the science class, and the prospect of joining the long line of star-gazers at the telescope on the lawn finally overcame her terror and she ventured forth after dark.

Two impressions of those first days at School are mentioned in all the students' letters; the beauty of the campus, and the mixture of people in the student body,—a mixture for which most of the students are unprepared, and which overwhelms them at first with the thought of apparent obstacles to peaceful living.

It is no wonder that to a girl coming straight from a dingy factory the beauty of Bryn Mawr College in early June should be almost more than she can bear. The big

maples are luxuriantly green; flowering trees and bushes are at their height. The hedges are blooming with roses and honeysuckle, and all through the woods thrushes are singing. Against this background the low lines of the gray stone buildings, vine covered, are in their most beautiful setting. "It is too beautiful!" the students murmur, and wander about during the first week in rapt wonder. "Where are the factories?" asked one girl. "It seems strange for a factory worker to be in a place without any factories." "It took me one whole month to realize where I was at," writes another. "The thing I enjoyed most those first days was taking a walk on the quiet grass."

Another student writes: "Because the Summer School was not primarily intended to make us happy I suppose I must brush aside those unforgettable memories of a wide, clover-dotted campus, of the sharp evening silhouettes of trees, of the sweet awful hush of the cloisters and all the rest that have meant so very much to me who have always lived with buildings, pavements and the clattering rush of big cities. Whether it be right or wrong I am as grateful for the privilege of knowing intimately a bee-buzzing linden tree as I am for any one of the many things I learned in the classroom."

Another comments: "It is a joyful occasion to take a walk around the campus at sunrise. The birds are in full murmur as though waking one another from their long rest. The whole landscape of Bryn Mawr College is shining from the silvery dew, and the wind blows so calmly over the trees that it makes the leaves rustle like a running brook. One could remain standing still and listen how harmoniously the birds begin to sing. Sometimes I think I hear the sound of a flute; at other times I imagine that I am at a symphony concert."

"When I came into that dining room with its tall chairs," writes another, "I felt like a princess in a white satin gown." And other students comment as follows: "I was quite unprepared for the kindness that awaited us, and as I went to my room a great sense of peace and happiness as well as expectancy settled down on me. For I was going to stay and study in that beautiful place for a whole two months." "I must admit that at first the loneliness oppressed me, and I felt like packing the bag and flying back home, to familiar faces. I know that many felt that way and were all the better for having stuck it out." That they do "stick it out" in spite of loneliness, strange surroundings and all the difficulties of unaccustomed study in hot weather is to the credit of every industrial worker who has attended Bryn Mawr. "It's hard to use your head again after using just your hands," remarked one student.

The campus itself has a quieting effect on tired nerves and restores a normal attitude toward living. As one girl writes:

"In counting up the factors that help us towards clear thinking and progressive action we are apt to overlook one important contribution, the campus. It has a great influence upon our lives, this campus of ours, with its quiet harmonious beauty of ivy-clad halls and castellated towers. On its smooth green lawns, as we breathe deeply the fragrance of the air, we are soothed and rested in mind and body, and the dull ache in our hearts that years of strife and unsatisfied longing may have kindled slips from us and is lost. In the still hours of evening when the sun sinks slowly in a haze of rose and gold, and soft gray shadows fall gently over the trees, a sense of Eternity descends in a hush upon us. We feel that we are one with the twittering birds, the whispering leaves;

that we are part of the universe, working in harmony with it, not fighting against it, and into our souls steals the brooding peace that belongs to nature. We inhale the sense of steadfastness and courage imparted by the tall, straight trees as if we too had burrowed deeply into the scented earth and there found a hold that would keep us strong against the storms of life. Thus we see that the campus is not merely a meeting ground between classes but a vital factor to us as students and workers, for it feeds a hunger that is not of the body nor of the mind but of the spirit."

To an even greater degree than by the beauty and strangeness of the place, many of the thoughtful students are overcome during those first weeks by the sharp feeling of contrast, and a growing sense of injustice that they should be having an opportunity denied to most of their fellow workers. This reaction was particularly strong in the case of one girl, a garment worker, who had come from work under especially bad conditions in one of the large cities. That first night at School she decided, weeping, that she could not stay. "I cannot justify it to myself, to be here," she said, "when I think of my younger sisters, of all the girls I know who are there in the factories. It is not fair. Perhaps in time, as you say, something will be done, and this School can help, but whatever is done will be too late for us. I know that our minds are warped, and that we cannot think straight. Perhaps for the next generation things will be better, but whatever happens it will be too late for us." This tragic attitude after a week or so gives place to one of eager inquiry. To realize that perhaps it is not too late; that the door of knowledge is at last open, and that knowledge helps to clarify responsibilities, and guide to action—these thoughts begin to comfort and sustain such an oppressed spirit.

Among many difficulties one factor in particular in the Summer School makes the problem of teaching an extremely difficult one, and helps to shock and confuse the students. To teach adults with mature minds and wide practical experience who are lacking in many fundamentals of elementary education is the core of the teaching problem. But this fact is complicated in every classroom by the mixture of students in the group, and the inherent antagonisms arising from this mixture. The statistics of nationalities, districts, and trades, together with a report of affiliations in the group, will give at a glance some realization of the problem. (See Appendix D.) But rather than by any statistical table, the problem is made vivid to the casual visitor by an hour in any classroom, or even by a few moments of campus discussion. To the students themselves this conglomeration of people is at first view terrifying. One girl from a small town in Pennsylvania felt something of this fear, and writes:

"The worst jar I ever got was when I found at Bryn Mawr girls of many nationalities and organizations. Would it be possible for such a mixed group to live together, and what good would come out of it? Well, I found we could live together and it wasn't so bad either." "My impression on the campus," writes another, "was as though I was taking a trip all over the United States and Europe."

The story of two students, one a Russian, and one a mountain-white girl from Tennessee, is typical. They lived one above the other and both being musical antagonized each other during the first two weeks by the strains of southern ballads and Russian folk-songs which floated out of the windows and up the stairs. The southern girl called on her neighbor to desist, as the foreign

songs she considered unpatriotic to the point of dangerous sedition. When her request was ignored, she pinned an American flag on her door, and sang her southern ballads with twice her former fervor. After a few weeks' feud, her Russian neighbor from above appeared one day at the door, with a guitar under her arm, and a polite request that she be taught the words of some of the old-time melodies to which she had been forced to listen. The first lesson was followed by another, this time spent in teaching the southern girl the haunting Russian airs, until by the end of the school period amicable duets resulted, to the great satisfaction of both singers.

Foreign-born workers and American-born, union and non-union girls, students from the far western coast, from the southern mill village, from the great industrial centers of the East—all find in the Summer School group a richness of experience, and a diversity of viewpoint which are in themselves education. The clash of opinion is not only between girls from different trades, or with different affiliations. It exists also among girls of the same trade from different parts of the country, and among union workers who belong to opposing factions of the labor movement. It includes differences of racial tradition, political theory, economic situation, religious background, home life and industrial experience. Controversy rages at white heat throughout the summer, and only burns itself out as toward the end of the term a spirit of understanding glows more brightly. As one student put it, by the end of the summer tolerance "sizzles" on the campus.

To put this educational process in terms of living day by day in the School, a few extracts from letters of difference types may be significant. The first is from a Rus-

sian girl, a leader in her own labor organization in the West, and equally a leader in the school community. She writes:

"As a Russian immigrant with some deep-rooted prejudices whose interests in life are closely interwoven with the labor movement, my two months' experience at Bryn Mawr had a deciding influence on the change of some of my likes and dislikes during the past four years. My conception of American institutions was formed by the group with which I came into contact, namely, Russian and Italian immigrants who have learned through hard experience the meaning of American culture. The English language became associated with the shrieking voice of my superiors in the factory, the contempt of my employer, the rough treatment of the police during strikes and the voice of 'injustice' when brought into court. Speaking English therefore became a tortuous process. Although I had lived in the United States for nine years prior to my attendance at the Summer School, I had not fully realized the significance of knowing the language of the country I had planned to make my home.

"Obviously Bryn Mawr disclosed to me a different America. The representative student body brought with them the flavor of the middle western prairies, the dust of the New England textile mills, the prejudices of the South, the boastful intolerance of the far West, and the cocksuredness of the highly industrialized East. The sincerity with which all those at the School were striving for adult education, the recognition of the 'under dog,' the spirited atmosphere of the campus, the continuous emphasis of 'what is it and what of it' proved an inspiration which helped to broaden my horizon and developed a curiosity in the search for new knowledge."

The other side of the picture is given in letters of American-born girls:

"The foreign girls seemed to impress me. The contact I had with these girls gave me a different outlook on life. I gained more knowledge of human nature, and became more tolerant of different nationalities and their views. I no longer look on the foreign factory worker as a foreigner; I feel that she is a sister worker, working for the same rights I am working for. I have cast aside all of my petty prejudices in regard to nationality, creed or station."

"Bryn Mawr has given me a new definition of internationalism and a new feeling for the word 'tolerant'," writes another, a cigar worker from a southern mill. "At first I thought my mother would have a fit if she knew I was going around with the cotton mill girls. Now I see that they are just as nice girls as anyone else, and I am trying to get them to come to our club. I got acquainted too with a lot of the Russian girls, and learned a lot from them. One trouble with us is that we have no immigration."

In the summer of 1924, some of the girls from the Y.W.C.A. in the School expressed their strong desire that the School might consider admitting colored students. In industrial conferences of the Y.W.C.A. the question of race relations had been discussed, and the members of these clubs had become interested in this whole matter. The proposal was brought to the Council, the Executive Committee of students and faculty, and an interesting discussion developed. The resolution read that women workers in industry should be admitted to the School without distinction of race, creed or color. A girl from California who voted without hesitation in favor of the resolution looked suddenly startled after it had been passed. "Does this mean that a Japanese girl would be admitted?" she inquired, and when told that this might follow, she said, "I don't mind having the colored girls

here, but I never could sit down to eat or study with a Japanese." After a thoughtful pause, she said, "I guess it's all right. Only I hadn't thought of it like that before."

A southern girl writes her recollections of this discussion:

"Last but not least was the question of race prejudice. In fact I think it was the solving of this question that helped me to solve all my other problems. In the South where I came from there is usually very strong feeling against the Negroes. Of course, I had this feeling too, although not to the degree which many Southerners have it. I had always looked at it from my point of view and not the point of view of the Negroes until I came to the Summer School. When the northern girls talked to me on this question, I wouldn't agree with them because I thought they didn't understand the conditions in the South. But my English tutor, whom I talked to often about anything that worried me, also came from the South. When I talked to her about the Negroes I found that she had an entirely different side of the story. Whereas I looked at the question only from the point of view of the white people, she looked at the question from every angle. It didn't take me long to see that I was wrong, and I think I can safely say that my views and interests have broadened more on this question than any other."

When the recommendation of the Council was put to the whole School for consideration, there was another tumult of discussion. Two or three southern girls bravely arose to oppose the motion. This was a hard thing to do in face of the general support of the idea, but gradually they found courage to speak. In their opinion the admission of colored students would seriously affect the recruiting of white students through the South, and make it hard to raise any scholarships in that section. The resolu-

tion was finally passed by the School, and referred to the Joint Administrative Committee for a decision. One student from the South who had against all her traditions voted in favor of the motion in the School meeting was much disturbed over the whole question. Her convictions expressed by her vote were in conflict with everything she had been taught. That night she wrote a poem, her first, and brought it next day to the Director. The poem, called "A Prayer," on the subject of race prejudice, made a deep impression on the whole School. It is included in the collection called "The Workers Look at the Stars." Another girl remarked: "I've learned so much from the girls I've met here,—girls who are so very different from any I've ever known before,—that I'm sure I could learn a lot from colored girls too."

After discussion of every viewpoint and the appointment of a special committee to study the question (see section on Recruiting) five colored students were admitted in the summer of 1926. The School received the newcomers cordially and within a short time the colored students felt at home in the community. At the end of that summer the whole School unanimously recommended that both white and Negro workers should be included in the School of 1927. These Negro students have always so far been selected from the North. It was amusing to find at the end of one term that the southern girls at their district meeting on the campus had spoken of the possibility of finding a colored candidate from the South. "There are just as fine colored girls down there as any you could find in the North," commented one southern student.

When the last week of the School comes in August, there is a feeling of anxiety on the campus. Many stu-

dents are eager to go home to meet some pressing family problem; many are uncertain and worried about the prospect of finding work. The spirit of those last days is expressed in a poem and an article for the School magazine:

"I wish that I could bring
  The sky back home with me.
I wish that I could take
  Two trees for company.
I wish that I could roll the grass
  Into one great green ball.
Cloud-tangled sky, tall trees and growing grass,—
  If I could take them all—
I would fasten up the sky
  To the ceiling of my room,
And then perhaps I'd find somewhere
  A few stars and a moon.
I'd then unroll the grass carpet
  And spread it on the floor,
Beside my window place one tree,
  The other near my door."

"It is strange to feel the end, although there is still another week of School. But the last few quiet words in the English class one day suddenly brought the end so near, that I started unconsciously. I looked quickly around the classroom as though to assure myself that I was there and not away. Yes, we were still at the class table. The lecture was not completely finished. But why this heavy gnawing feeling that gripped me suddenly and is taking a hold of me more and more?

"After the class I looked into every face I met. Without exception, it seemed as if all the students had acquired a new individual expression. Is it the problems of the individual

life of everyone of us with its big and little secrets that have gripped us as the end approaches? While absorbed in the life of the School, had we forgotten that the end is inevitable? We kept on going. Suddenly, the end came. And what comes after?

"One day perhaps some one of us will suddenly hum a melody that will seem unfamiliar to her fellow-workers, and she will tell them of the day when the wonderful tunes of Beethoven, Chopin, Wagner, revealed to her the beauty of the music she never heard before. If a strong ray of sunlight falls upon the loom or machine will it not fill us with the recollections of those delightful hours when the secrets of these rays have been revealed to us? Shall I wonder further? Shall I venture to think of the time when some one of us will be confronted with an economic problem that will be so much easier to understand than before? And may we not apply some of the things we have learned to remedy these problems? If in a moment of depression we begin to doubt if we are really able to accomplish anything even with the best of opportunities, this thought will soon be banished when we suddenly remember at least one day when we created something we never thought we could. We shall perhaps remember the secret pride when our first poem was written.

"Deeply and more deeply we feel the end; the day will come,—perhaps a far-off day,—when, working at our daily task, we shall be filled with longing. Yet the realization of that distant hour brings assurance."

And in another brief article, a student gives her impressions of the summer:

"It was light when my feet touched the soil of the campus. It was light again when girls of different parts of America and from various industries addressed each other in an old-friendly way. It was light when the dark heavenly bodies were pointed out and introduced. It was light when the strange

sounds of foreign language became familiar and sweet. It was light when the teacher and pupils analyzed the control of wages and the means of production.

"It will be light, strong and warm, light for humanity."

The First Summer

"It would have been a misfortune," writes one of the former instructors, "if the experiment of the Bryn Mawr School had gone off too smoothly." She goes on to explain that the college authorities might have been satisfied to repeat the School from year to year, without being driven to think very deeply on the philosophy of what they were attempting, or to reason conclusively. "As it is," she adds, "there has been someone to question every step."

This questioning, characteristic of the whole development of the School, began the day the first student walked through the arch of Rockefeller Hall in 1921. "Does Mr. Rockefeller own this School?" they asked. "Where does the money come from for our two months here?" From these preliminary inquiries, the history of the first summer was one of constant questioning and challenge.

Recruited during the spring of 1921 by local committees, the eighty students of that first School had little idea of what was in store for them at Bryn Mawr. They had been the obviously eager and ambitious candidates in every district, ready to grasp this unexpected opportunity after years without hope; ready to "take a chance" of getting something they needed. If the students had little idea of what they were to find at the School, those at the college with few exceptions had as little realization of the characteristics of the workers, the ideas in their eager minds, or the importance to them of their various

labor affiliations. Those two months meant a process of mutual discovery on the part of the two groups, and thanks to sincerity on both sides, a process of gradual understanding and mutual respect.

"There was something electric in the air," writes our instructor again, "a consciousness of life abounding, of energy released and seeking outlet. . . . This meant something finer than happiness. It was growth, and growth is life."

There is no doubt whatever that the more socially-minded among those first students were deeply suspicious of the whole enterprise. Accustomed to exploitation under the worst industrial conditions in our big cities, they could not believe that a college could have a disinterested purpose in offering them education. To their minds, capitalistic propaganda must necessarily underlie all the teaching of the School, and against such propaganda and all who were concerned in it they set their faces. Nothing in their experience could compare with this single event, that a college, "aristocratic" according to popular tradition, had opened its doors to industrial workers. Some hidden motive must be concealed in this move, and through long midnight discussions they sought to discover this motive. Gradually they became reassured.

Typical of many other changes in opinion which took place during the summer was the case of one student, herself a pioneer in early industrial struggles, and a leader among women workers. The year before the School was opened she had appeared at a convention of college girls, a gloomy figure clad in black in the midst of those gayly-dressed, laughing students, and had bitterly reproached them for their light-hearted way of taking education for granted. At that time there had seemed to her to be noth-

ing in common between college students and industrial workers. To quote her own words when she first came as a student to Bryn Mawr: "The fact that this School has opened makes me have a new idea of college people. Perhaps they do care after all."

As with every Summer School group, the beauty of the campus was at first overwhelming. The fact that for two months economic pressure was partially relieved, and that without anxiety they as students could be sure of three meals a day was in itself a startling realization. Dazed with their new environment and its possibilities and determined that not one moment of the precious two months should be wasted, the workers went into the classrooms. To many of the faculty, this eager and determined spirit came as a surprise. Through every discussion, the students were sitting on the edges of their chairs. Additional hours of work, and additional subjects were demanded. The one instance of an instructor "cutting" his session was followed immediately by the indignant rush of the whole class into the office, insistently demanding time in which to make up the lost hour of study. In later years the faculty of the Summer School have become accustomed to this attitude of the students toward their work. That first summer when the teachers had come straight from colleges and universities where students had considered classes a bore, this attitude was refreshing and stimulating. "It spoils one for ordinary college teaching," said one instructor. Many were reminded of what they had heard of pioneer days in the women's colleges; the same eagerness for learning and the same spirit of a group held together by a common desire and a common struggle for education.

This natural eagerness to study, however, was seriously

inhibited that first year by the clash of opinion in the group itself. Union and non-union girls found themselves in immediate conflict. Among the union members there were various factions. Girls from the South, from the far West, and from New England compared experiences, and found that they disagreed in tradition, in industrial experience and in educational background. But above all, workers from every faction and section of the country disagreed as to the School itself, and its educational aims.

"What is the purpose of the Summer School?" was the burning question on the campus. Were the courses designed to give purely cultural education, or did they contribute to usefulness in the labor movement? Should they be designed to give training in leadership in the labor movement? Why should workers study under tutors who obviously knew little of the problems of those workers' lives? Should not every course be taught from the social or labor viewpoint, or were there subjects which did not lend themselves to this interpretation? If there were, why should a socially minded worker spend her time in studying them? Was the teaching of the School really free, or were certain ideas to be forced upon the students in the course of the summer? In a controversial question, did not the student have a right to ask the instructor for his personal opinion? Who chose the instructors and decided what they should teach? And who really controlled the policies of the School?

Gradually this final question, to which all discussion inevitably led, became of primary importance to the students. If the control of the School were assured, in the hands of a group of people trusted by the workers, the question of the purpose of the School might safely be left to the decision of this group. Gradually a feeling of con-

fidence in many of the faculty and college representatives had grown stronger among the students, and in many informal groups, under the trees, on the campus in the moonlight, or over glasses of tea in some student's room, the question of control was discussed by students, faculty and executives together.

Even before the School had opened, the Directing Committee had realized that as adults these students would naturally take responsibility for governing themselves and regulating their own community life. No one had realized, however, to what extent the interest of the students would turn to questions of curriculum and teaching, and to discussion of the general policies of the School. With the realization of these many lines of interest on the part of the students, an immediate attempt was made to organize the School in such a way that the students should have voice and vote on all School matters during the summer. Nothing was taken for granted. Everything was put to a vote of the student body. With the many questions to be decided the resulting number of meetings was appalling and the many conflicting factions prolonged every meeting until the last word on all questions had been said. Who will forget those first stormy meetings, a hubbub of controversy, with the student president calling vainly for order, and the smallest girl in the School, appointed one day amidst an unusually furious uproar as "Sergeant at Arms," marching up and down the aisle trying to quiet disturbers? But no fewer meetings, and probably no less stormy ones, could have met the needs of that summer, with its highly sensitive and suspicious groups of warring students.

Through this tedious and difficult process, a new attitude of confidence was built up among the students

toward the School administration, toward the faculty and among themselves. They began to realize that self-government was more than a mere phrase, and that the Administration was sincere in leaving matters of policy to the decision of the School. "Why do you trust us so much?" asked one student. "How do you know what we might do to hurt the School?" The answer to that question lay in the deep affection which many of the students came to feel for the School itself, and for the college. No matter how vague School policies seemed to them, nor how ignorant the college people about workers' problems, the main issue was clear to the students; Bryn Mawr had had the courage to open a workers' school and was ready to go forward step by step with the workers themselves in its future development.

In the middle of the summer, the faculty discussed the share which adult students should take in deciding on matters of teaching and curriculum, and voted to invite a small number of student representatives to sit with them in faculty meetings. This plan did not prove entirely successful, as students and faculty both wished to discuss more in detail certain questions in which as learners or as teachers they were especially interested. Another plan adopted later proved more practical, that of having a joint committee of faculty and students reporting to separate meetings of both groups.

Many amusing situations evolved in the course of the summer. To meet the needs of a labor school, the schedule of the employees in the halls of residence had been carefully worked out, in order to give each maid an eight-hour day, and one day off in seven. Owing to unforeseen circumstances, the schedule for some of the maids proved too heavy, and this fact was brought to light by one of

the students, a former organizer for the hotel workers' union, who had discussed union standards with some of the maids she had met in the buildings. She brought her new information to the Directing Committee of the School. When schedules were again revised it was found necessary to bring in a relief maid, and to shorten the hours of several of the older employees whose schedules had been lengthened beyond the eight-hour day. This shortening of hours almost produced a riot in the kitchens. The maids, many of them employed for twenty years or more in the college, protested that they had just become accustomed to their new work, and did not want their hours shortened. Several of them threatened to leave if the shorter work day went into effect. It was only after a long discussion of the whole matter, and a full explanation of the attitude of the students on labor questions that the maids consented to remain.

Although to an outside observer that first summer must have seemed a period of chaotic dissension, on looking back and in tracing developments since in the School organization it is seen that many fundamental policies were decided during that time which have proved the salvation of the School ever since. It was entirely natural that a group of adult workers, women of wide practical experience, many of them with a social viewpoint beyond the ordinary, should have taken seriously their responsibility as pioneers in a new educational movement. To them an active share in the control of such an experiment meant only an increased responsibility and an appointed channel for the best use of their intelligent interest. Such a new channel was provided in the Labor Conference, called by the School at the end of July. As the whole relation of the School to the organized labor movement was a

frequent topic for discussion among the union students, it was decided to call this conference of representatives of organized labor, together with other outside people who might be interested in the School. The purpose of the conference as outlined in the letter sent out to union officials and other organizations was to "sum up what the School had accomplished and to discuss its future," and to give the students a chance to discuss with their own labor leaders what relationship the trade union movement should have to the School. This letter was signed by the students belonging to each union to which the invitation was sent, and the conference was planned largely by the union members of the School. The letter also included the endorsement of the School by the Denver convention of the American Federation of Labor, as follows:

"In the exceedingly important field of adult education the committee commends the growth and success of the schools under trade union auspices and such promising plans for coöperation with educational institutions as that of the Bryn Mawr Summer School for Women Workers in Industry."

This conference came together for two days late in July, with delegates from various labor unions, and representatives from the Y.W.C.A., The National League of Girls' Clubs, the Women's Trade Union League, the State Department of Labor, the Consumers' League, and other interested groups. From an article written by Miss Alice Henry, one of the instructors, the following description of the conference is quoted:

"Bryn Mawr Summer School was so informal, so flexible as to its basis, being the outgrowth of coöperation between in-

dependent bodies associated together in carrying out a fine original piece of educational work that it was possible to invite in members of organizations who had certainly never met on a common platform before and officially can hardly do so. For instance, among those who gave their advice and suggestions were organizers of the American Federation of Labor, and its affiliated unions, including a man from the United Textile Workers. There were representatives from the independent unions including an organizer of the Amalgamated Clothing Workers. Neither side materially affected the policies of Bryn Mawr but that both sides gave the contribution of their presence and their ideas was in itself a distinct advantage and possibly for themselves a notable advance."

Three questions occupied the sessions of the conference: the purpose of the School; the basis of representation in the controlling body; and the curriculum. At the first session, six students presented the work of the Summer School, telling of the courses, the organization of the School, and something of the mixture of students in the group. Then followed discussion, showing genuine interest in the work of the School on the part of many of the union leaders, and equally genuine suspicion frankly expressed on the part of the others. These latter speakers warned the students that it would be highly improbable that a college could offer them such a school as they needed, without anti-labor propaganda, and advised them at every step to challenge its teaching. No delegate felt prepared to commit his own organization to the School. As an experiment it would depend for endorsement on the future. At this time the support of workers' education by the labor movement was vague and uncertain, so that

only vague resolutions could be phrased and no active support promised.

On the question of curriculum, various possible policies were discussed. The teaching might disregard entirely the fact of the students' industrial experience, and be conducted as in any academic classroom; or it might be education with a certain bias in the solution of all social problems; or as a third possible method, it might make use in teaching of such free discussion from every viewpoint that each student could be given a chance to contribute from her own experience. It was immediately recognized that the third method was in line with the original liberal purpose of the School, and that for every reason it was desirable to follow this pedagogical road. It is interesting to know that even in the first year of the School spontaneous approval of such courses as literature, music and hygiene was given by these labor representatives. Theirs was no narrow conception of education, for although they approved the School's emphasis on economics and the study of industry they were ready to accept the so-called cultural subjects, and to realize that their fellow-workers, the students of the School, were human beings as well as workers in an industrial world.

Stimulated by this conference, discussion of the most vital question in the School, that of control, went briskly on. So to reorganize the Joint Administrative Committee of the School that an equal share in policy-making should be given to the college and to labor seemed the solution. But how should one define 'labor"? An immediate clash of opinion on this point divided faculty and students into almost equal numbers. To some, representatives from organized labor were obviously the ones to be elected. But what of the groups of students outside of the recognized

labor movement? Should every such organization, as well as unions affiliated with the American Federation of Labor, be asked to elect representatives, and on what basis of numbers should the elections be arranged? And what representation would this give to the other half of the School, not union members?

Through long and heated controversy, the opinion of the large majority of students and faculty finally made itself clear; that no outside organizations, but the students themselves, must form the electorate of the School; and that their representatives should be chosen to speak for labor from among "women in industry" and not from any organization.

And so the recommendation was brought into the School meeting, and endorsed by faculty and students; that one-half of the Joint Administrative Committee should be composed of representatives of women in industry, these representatives to be elected by the former students of the School from among their own number and from women in industry at large. Thus was the cornerstone of organization laid for all future Summer Schools, the basis of an orderly program of responsible government in joint control.

To round out the picture of that first summer one must remember some of the pleasant intervals occurring in the succession of school meetings, committees, classroom periods and days of raging controversy. Among these the folk-songs sung by the Russian girls on the dark campus come back to memory; the beautiful harp concert in a neighbor's garden; the drive to Valley Forge, and the picnic supper; the simple festival of games and dances, where for the first time some girls learned the meaning of play; evenings under the stars on the gymnasium roof;

and as the final event in the term, the "Tutors' Play" bringing all factions together to laugh at themselves and their opinions in a last delightful whimsy of blended truth and humor. With that last flood of laughter in the cloisters, ancient battles were forgotten, and students and faculty came together as one group, united by the mirth of common memories. That farcical secret ballot conducted by St. Peter and all his angels was supported; and for the first time that year there was a unanimous vote; "Good luck to the Summer School, and many more of them!"

CHAPTER II

THE DEVELOPMENT OF A PIONEER ORGANIZATION

First Steps

The first steps in the development of the Bryn Mawr Summer School were taken by President Thomas in November, 1920, when, after presenting her idea of an eight weeks Summer School for women workers in industry on the Bryn Mawr College campus to the directors and faculty of Bryn Mawr College, she discussed the plan with Professor Susan M. Kingsbury, the Director of the Carola Woerishoffer Graduate Department of Social Economy and Social Research, and Dean Hilda Worthington Smith, Dean of Bryn Mawr College.

Professor Kingsbury was already familiar with labor and industrial conditions and had a wide acquaintance with social and industrial workers throughout the United States. Dean Smith had had many contacts with women workers in industry through executive work in New York City, and had recently organized a community center in the town of Bryn Mawr.

President Thomas asked Professor Kingsbury to draft a preliminary plan for a workers' school (see Original Plan, Appendix B) and it was with this plan in mind that she and Professor Kingsbury went to Washington to talk with Miss Mary Anderson, herself formerly an industrial worker in the shoe industry, and Chief of the Women's

Bureau of the United States Department of Labor. Miss Anderson has since described her wonder and excitement during this conference. To her who for so long had realized the need of women workers for education and their appalling lack of opportunity, this visit from a college president and her readiness to offer college buildings and equipment to provide such an opportunity seemed nothing short of a miracle. She gave her whole-hearted endorsement to the general project and promised herself to take part in organizing the School and also to help in finding other influential women workers to join with Bryn Mawr in carrying out the plan. Her active help and support have been invaluable.

Professor Kingsbury was then asked by President Thomas to consult other women leaders in industry as to their opinion on the whole question. Was it feasible to conduct a workers' school on a college campus? Would industrial workers be able to attend? What should the courses be? Among those consulted during these first weeks was a group of women leaders from the Women's Trade Union League; Miss Rose Schneidermann (from that time to the present closely identified with the governing committee of the Summer School and one of its wisest counselors), Miss Ethel Smith, Miss Matilda Lindsay, Miss Julia O'Connor, Miss Mabel Gillespie, Miss Frieda Miller and Miss Pauline Newman. Since 1916 some such coöperation between a woman's college and a group of workers had been in the minds of women industrial leaders, (although wholly unknown to President Thomas and the Bryn Mawr group,) as indicated by a resolution passed at a National Convention of the Women's Trade Union League in that year, to the effect that the women's colleges should be asked to open their

doors to women workers for a study program. Bryn Mawr's proposal was the first event giving hope that this long-awaited opportunity might come true. Encouraged by these women who enthusiastically promised to support the new venture and urged that it should be tried, the plan was talked over with Mrs. Raymond Robins, then National President of the Women's Trade Union League; Miss Fannia Cohn of the International Ladies' Garment Workers' Union, long a pioneer in educational work for trade union women; Mr. Alexander Fichhandler of the same organization; Mr. David Saposs, labor economist; Miss Jean Hamilton of the National League of Girls' Clubs; Miss Florence Sims of the Industrial Department and Mrs. Robert E. Speer, President of the Young Women's Christian Association. Again the College was encouraged to take the next step of inviting women workers in industry to meet with the Bryn Mawr group to organize the new School.

Looking back on that first year, it seems as though sincerity of purpose on the part of the college group and eagerness for education on the part of the women workers were two saving elements that combined again and again to solve difficult problems. From these preliminary conferences it soon became clear to everyone concerned that the adventure of a workers' school on a college campus might mean in the most vital sense of the word a wholly new kind of education for women workers in the United States.

First Meeting of the Joint Administrative Committee

Nine representatives of women workers in industry were invited to meet with nine representatives of Bryn

Mawr College on that first Summer School Committee, and to this group were added seven Bryn Mawr Alumnæ. It is of interest to read the names of that first committee, and to imagine the group assembled at Bryn Mawr in January, 1921, to discuss the new School.[1]

[1] JOINT ADMINISTRATIVE COMMITTEE, 1921.

REPRESENTATIVES OF BRYN MAWR COLLEGE.

President M. Carey Thomas.
Professor Susan M. Kingsbury.
Dean Hilda Worthington Smith.
Professor Lucy Martin Donnelly (English).
Professor Florence Bascom (Geology).
Professor Matilde Castro (Psychology and Education).
Mrs. George Gellhorn, St. Louis. Alumnæ Director of the College.
Mr. Charles J. Rhoads, Philadelphia. Trustee and Director of the College.
Mrs. Learned Hand, New York. Alumnæ Director.

REPRESENTATIVES OF WOMEN WORKERS IN INDUSTRY.

Miss Mary Anderson, Chicago. Boot and Shoe Workers' Union; Director Women's Bureau, United States Department of Labor.
Mrs. August Bellanca, New York. Amalgamated Clothing Workers.
Miss Lena Creasy, Boot and Shoe Trade, Virginia.
Miss Emma Elliott, Philadelphia. United Textile Workers.
Miss Mabel Gillespie, Boston. Office Workers' Union; Sec'y Boston Women's Trade Union League.
Miss Frieda Miller, Philadelphia. Teachers' Union; Sec'y Phila. Women's Trade Union League.
Miss Agnes Nestor, Chicago. Glove Workers' Union; Pres. Chicago Women's Trade Union League.
Miss Rose Schneidermann, New York. Cap Makers' Union; Pres. N. Y. Women's Trade Union League.
Miss Melinda Scott, New York. United Textile Workers.

REPRESENTATIVES OF BRYN MAWR ALUMNÆ ASSOCIATION.

Miss Fanny Cochran, Philadelphia.
Miss Mary Coolidge, Boston.
Miss Pauline Goldmark, New York.
Miss Leila Houghteling, Chicago.
Mrs. Robert E. Speer, New York.
Mrs. Berthold Strauss, Philadelphia.
Miss Marie Wing, Cleveland.

Of the women workers, one was an organizer from the American Federation of Labor, four were officers of the Women's Trade Union League, three were workers at the machine, one unorganized, and two organized, one of these from the Amalgamated Clothing Workers; one the Director of the Women's Bureau of the United States Department of Labor.

This first committee meeting was representative enough to include every variety of opinion. The resulting harmony of action came from the deep underlying determination of the whole committee to work together for the accomplishment of their purpose. President Thomas had conceived an idea so full of significance in its possibilities, offering so much new hope to discouraged women workers and their leaders, and so much educational adventuring to the group of college teachers and alumnæ that at once the imagination of this first committee caught the inspiration, and translated it into practical discussion and action.

It was interesting to see from the beginning how members of each group were ready to give way in matters of opinion to those who had more expert knowledge. When it came to a matter of educational policy, how certain courses should be taught, and what material should be included, the women workers on the committee immediately said, "You will have to decide that. We know nothing whatever about it." On the other hand, the choice of courses to be offered was largely decided by the wishes of the women workers. The course in the appreciation of music, for instance, was included at the urgent wish of the workers themselves. On matters of selecting students, the day's schedule, and living arrangements, the opinion of the workers was eagerly sought by the college members of the committee. Especially illuminating at one of those first meetings was the discussion of the recreation program. Here, unexpectedly, the workers had no advice to offer. "We don't know anything about it," they

The College group included the President of the College and the Director of the Carola Woerishoffer Graduate Department of Social Economy and Social Research as permanent members, the Dean of the College, three members of the Faculty, and three College Trustees.

declared. And one leader of hundreds of industrial workers, herself a product of child labor, added, "We never had time to play." So to the college members fell the task of planning a play program, offering for the first time a normal outlet to workers ignorant of the very meaning of the word.

Many fundamental policies, some of them outlined in the preliminary plan (see Appendix B), were unanimously adopted at these first committee meetings, and though modified from year to year have since proved foundation stones of the organization. The national character of the School, drawing students from all over the United States; the inclusion of a certain number of women workers with the college group on the committee—these two groups after the first summer to become equal numerically; the choice of those first subjects, which stood the test of subsequent summers, economics, English, history, literature, hygiene, science, and the appreciation of music; the adoption of a plan of small classes and a tutoring system; the age limits for students, between eighteen and thirty-five, with preference given to those between twenty and thirty; the interpretation of the term, "industrial worker" as a woman working in industry with the tools of her trade, and not in a supervisory capacity;—these policies have become the basis for all future development in the Summer School.

Representation of Women Workers

At the end of the first summer, the School as a whole brought in a recommendation to the Joint Administrative Committee that one-half of the members of that controlling board should be representatives of women workers, elected by the former students of the School.

This resolution was brought up at the first meeting of the committee in October, 1921. At once a dramatic situation developed. To those who had lived through the chaotic summer of 1921, and had come to know the minds of the workers, it was obvious that unless this resolution was accepted many of the organized workers in the School would continue to distrust its policies, and would speak against the School to members of the organized labor movement. The whole future of the School, indeed its very existence, seemed to these committee members to depend on the acceptance of this resolution.

To others, danger seemed apparent in trusting the control of an educational institution to a group of people who had had little experience in educational matters. It seemed equally obvious that the group of educators on the committee should always have the deciding vote on matters intrinsically concerned with education; matters concerning which the experience of a group of teachers would furnish valuable testimony. To many of this opinion, the danger of the School breaking up for lack of students did not seem real or valid, as those committee members had not spent the summer on the campus and naturally could not realize the significance of those burning controversies. In this tense situation, the sincere desire of all factions to understand each other, and their devotion to the purposes of the School once again brought about the solution. In the discussion of educational matters around the luncheon table that day one of the women workers on the committee, a buttonhole maker, was stating her idea of a successful teacher. "One of my tutors last summer," she said, "came into my class and began, 'Now, girls, I am going to tell you all about the bonus system.' And she told us, for an hour. There was not a girl in

that class who had not had some experience of a bonus system, who had not worked under one, or been on a committee to discuss it in her union. I don't think that was good teaching, for she never asked us what we knew about it." This analysis of teaching method interested the whole committee, and made many of those unacquainted with the workers believe that they did have something very definite to contribute on educational matters. Other workers around that luncheon table gave a description of what they considered propaganda in teaching, and told of their delight in finding that in the Summer School classrooms a subject could be discussed impartially, in the spirit of scientific inquiry. It became obvious to many of the college group that while the workers had no academic preparation for the discussion of educational policies, nevertheless through their own practical experience of living they had preparation of another kind for such discussions and a keen realization of what an educational program should be. When immediately after luncheon a vote on the recommendation for equal representation of women workers was taken, a unanimous vote in favor of the resolution was recorded. Two or three people who could not sincerely approve of this change of policy in the control of the School refrained from voting at all, not wishing to bring in a minority vote. The majority of the committee, especially those who had spent the stormy two months on the campus, believed that the School had taken a step in the right direction, toward a more responsible control of School policies on the part of the women workers themselves, and toward democracy; such control building a firmer foundation of understanding and confidence between the two groups, now equally represented on the

committee. Thus the original plan of joint control by the college and women workers was enacted into law. (For list of the reorganized committee see Appendix C.)

The soundness of this policy of equal representation of college and labor has been put to the test during the last eight years. It is interesting to observe that in any division of opinion on the committee, differences seldom occur exactly along the lines of these two sections. It is often a division of opinion between some members in both halves of the committee. Usually after thorough discussion a unanimous vote is the result. Many of the members of the committee have said that these meetings have been more illuminating to them than any others they attend, the discussion more frank and free, and the atmosphere more harmonious. It is true that differences of opinion are given a thorough airing in public at the meetings, and that with such open discussion the conclusion is likely to be on a sound basis.

Central and District Organization

A committee organization outlined at the first meetings has continued as the backbone of the national work of the School. The first Joint Administrative Committee early realized that the development of the School in maintaining a high standard in the selection of students and securing financial support was a district problem. As a result of interviews and correspondence conducted by Professor Kingsbury a group of interested organizations, closely in touch with women in industry, were selected as the channels for the first publicity. Local committees were formed, ten in number, covering every district of the United States, and to these committees were sent the first announcements of the School, and the

first request for suggestions of candidates. The personnel of these committees reflected the general interest in the proposed undertaking, and the joint responsibility of college women and industrial workers. Labor leaders among women, workers active in their own unions or industrial clubs, secretaries of the Y.W.C.A. and the Consumers' League, government officials from state departments of labor or industrial commissions, newspaper editors to help with publicity, women physicians to examine candidates for the School, heads of settlements interested in educational programs, factory inspectors or employment managers, college and university teachers and Bryn Mawr alumnæ—all whose interests lay in the field of labor or of education responded promptly and eagerly to the call for active service on these local committees. Bryn Mawr alumnæ chairmen were asked to take charge of the work. The purpose of the School, as outlined by the first Joint Administrative Committee at Bryn Mawr, seemed to offer hope of something new in college teaching, and something long sought for by ambitious women workers. The note of freedom as outlined in these paragraphs appealed alike to those who had struggled for freedom in industry for their fellow workers, and to those of more academic training who had insisted on freedom of inquiry and the scientific viewpoint in the face of traditional restriction of free teaching and opinion. To all the social purpose of the School was from the first apparent, and its opportunity to fit young workers to help in social reconstruction glowed with promise.

No account of the first years of the Summer School would be complete which did not describe the contribution made by Miss Ernestine L. Friedmann. In those

first difficult months of preparation for the School in 1921 Miss Friedmann as Executive Secretary conducted the recruiting campaign, helped secure financial support, built up the district organization, indispensable for all future Summer Schools, and interpreted the purposes of the School to college and labor groups alike. Her wide knowledge of industry and industrial workers, and her skill as a teacher gave her a grasp of the problems to be met in those early years of the School. She remained as Executive Secretary of the School till 1924, taught social history during two summers, and helped put the Summer School on a sure foundation. She is at present the Supervisor of the Barnard Summer School for Women Workers, established in 1927.

Business Management

The business management of the School for the first six years developed naturally from the original offer made by the Directors of Bryn Mawr College to the Joint Administrative Committee, placing the buildings, grounds and plant of the College as far as needed and also the summer personnel of the College at the disposal of the Summer School free of expense for two months each summer, with the understanding that the Joint Administrative Committee assume entire responsibility for all running expenses. At the request of this committee the Comptroller of the College, the Superintendent of Buildings and Grounds and the Business Office functioned as usual, and the Treasurer of the Directors of the College, Mr. Asa S. Wing, President of the Provident Trust Company, generously consented to receive the funds raised by the Committee.

The original plan of business administration has been

somewhat modified. The School now handles its own funds and conducts its own business, except that orders for equipment and repairs in summer go through the Bryn Mawr College Business Office. At the beginning of the summer and again at the end an inventory is taken of all equipment used by the School, which pays for any breakage or damages to the buildings. This coöperation between the Summer School and the college departments has proved satisfactory and effective. That it has been so is due largely to the genuine interest in the School of those responsible for college departments; Miss Louise Watson, Miss Ellen Faulkner, Miss Olivia Howard, and Mr. Sandy Lee Hurst, and through personal supervision given to the material needs of the School since 1921 by Mr. William Foley, Superintendent of Buildings and Grounds, and Winfield Daugherty, Electrician.

The fact that a school for industrial workers had been started on the college campus created the greatest interest among the college employees, and called forth their willing coöperation. Each year one of the School executives holds a meeting with the maids who work in the halls and sometimes also with the college workmen,—plumbers, carpenters, electricians and others,—to explain the purposes of the School and to make them feel that as workers they have an active share in this workers' education movement. Standards of hours and wages are carefully studied and fair conditions of work are assured. In addition the Summer School faculty often hold classes for the employees of the School. In their turn these employees, many of them returning to the School from year to year, give the students and faculty a genuine welcome every June.

Budgets and Quotas

The first summer budget for the School term of two months, a sum of $14,000, was secured in the spring of 1921 through the efforts of a small group of women under the leadership of Mrs. Charles J. Rhoads. One-half of this budget, $7,000, was pledged at one luncheon at which President Thomas spoke and the rest, guaranteed by Mrs. Gifford Pinchot, was raised by Mrs. Pinchot and Professor Kingsbury before the end of the summer.

Two budgets are made up each year, one for summer and one for winter expenses. (See Appendix F.) In 1922 one hundred students were admitted to the School instead of eighty as in the year before, and there was a corresponding increase in the budget. Also during the first summer, three members of the Directing Committee had contributed their services. Winter expenses became heavier, as there was a systematic attempt to build up the district organization. The entire budget for the first five years for summer and winter expenses was about $30,000 per year. By a study of actual summer expenses during the first two years the scholarship was fixed at $250, covering all expenses for each student except incidentals for books, excursions or contributions to student organizations. Each student is advised to bring if possible from twenty to forty dollars for such incidental expenses.

With the increase of the general work of the School, the budget has not increased in proportion. The summer budget for the Bryn Mawr Summer School remains about $23,000. The winter budget was increased in 1926 to $16,000 to cover the rent of a New York office, and full-time executive salaries (instead of half-time ones) for two of the staff. This budget covers the national pro-

gram of education which the School must carry throughout the country, conferences and committee meetings (the School pays all traveling expenses for these), office rent and expenses, and executive salaries. A finance quota is assigned to each District Committee, after consultation with the finance chairmen. With few exceptions, which vary from year to year, the District Committees have succeeded in raising the amount of their quotas, thus assuring the total budget each year.

The success of the School has been due largely to small classroom sections and a tutorial system. This sort of teaching makes necessary a high per capita cost for instruction. It has been the policy of the School to pay its instructors the average salary paid by any university summer school, $600 to $800 for the eight weeks' term. Tutors receive a salary of $75 a month and their living expenses. For the student body of 100 workers, eight instructors and fifteen tutors have usually been employed. Although it would probably be possible to secure volunteers for some of these positions, such is the interest of teachers in the School, it seems more desirable for every reason to pay instructors at least an average salary. Everyone realizes that the amount of individual instruction given by instructors and tutors and the help of the whole faculty in building up the curriculum and experimenting with new methods of teaching can never be fully repaid.

Theoretically the support of the School is not directly connected with the choice of students. In several districts the financial quotas help to provide scholarships for girls from parts of the country where funds cannot be secured. It is natural, however, that local interest in every district should center about the selection of some candidate.

For this reason a scholarship is often given in some particular locality after one of the applicants has been selected for the School, and is not given if there is no local candidate. It is understood that no candidate is selected because a scholarship may be given for her. The selection of students has been made entirely for other reasons than on the basis of possible financial support.

Traveling expenses raised by each District Committee are heavy for girls coming to Bryn Mawr from a distance. For girls from the coast this carfare fund is about $1,000, so that it is not always possible for the committee in Oregon, Washington or California to secure even one scholarship in addition to carfare for the six or seven girls who usually are accepted for the school. Every committee also has certain district expenses for recruiting and finance, which are raised locally. A systematic effort was made by several District Committees in 1927 to organize support on the basis of five-year contributions, payable in annual installments. The result of this effort has so far been comparatively slight, although a sum of $2,000 has been deposited at interest toward future expenditures. A number of district chairmen find it difficult to appeal for funds on a five-year basis, as many people prefer to contribute year by year, with no pledge for the future. Funds for the School have been given for the most part in small amounts. An individual contribution of more than a $250 scholarship is unusual. College alumnæ (many of them from Bryn Mawr), women's clubs, the Industrial Department of the Y.W.C.A., private schools and other educational organizations have contributed to the scholarship fund through every District Committee. The Bryn Mawr undergraduates have contributed about $1,200 annually.

The School is fortunate in having the beginning of an endowment fund, the sum of $10,000 having been contributed in 1922 for this purpose. This sum invested brings in two scholarships or more a year. As the School has passed the pioneer stage, and now seems securely established, it is hoped that other sums for endowment may be added to this initial contribution, so that the burden of annual support may not rest so heavily on the District Committees.

Student Contributions

Varying small amounts, from five dollars to fifty, have been received from the applicants for the School who must all sacrifice wages for two months in coming to Bryn Mawr, and are often responsible for some share of family support even while they are not earning. If most students cannot contribute, however, during the year they attend the School, it is encouraging to note the large number of former students who take an active part in raising scholarships. In every large district such as New York, Chicago, Philadelphia, and New England Summer School alumnæ are at work during the winter, giving dances or concerts, arranging theater parties or bazaars, for the benefit of the scholarship fund. Three girls in a southern cotton mill sold cake and home-made candy all winter among their fellow workers, and in the spring sent $100 to the Summer School treasury. Another group has agreed to raise $1.00 a month apiece for the carfare fund of the new applicants. The students in New York have raised one and sometimes two scholarships each year through a series of dances and fairs. Philadelphia girls have organized a concert, and in Chicago various successful entertainments have increased the alumnæ

contribution. For two years a special alumnæ scholarship was given, collected by the Alumnæ Committee from former students all over the country, in honor of the Director, then absent on leave. Many small sums are raised by students for their fellow workers, often without the knowledge of any finance committee. Two girls in the School one summer found themselves without a cent for any incidental expenses. They could not buy books, or take a trip, or spend anything in the Coöperative Store. They returned home with the determination that the next girls from that town should have some spending money and succeeded after a whole winter of work in sending every week an allowance to their two representatives in the School the next year. There is no doubt that many contributions have come in, often from new friends of the School, as the result of the talks given by Summer School students in every part of the country. To hear an industrial worker tell with sincerity and conviction of her experiences in the School and what it has meant to her is often very moving to an audience who hears such a story for the first time. Instructors and tutors are also doing their share in this publicity campaign, and from the viewpoint of the teachers give equally vivid accounts to widely differing audiences.

The Winter Work of the Summer School

A question often asked of the Summer School executives is, "What do you do all winter when you only have to run a Summer School?" This question could be answered easily by anyone spending a few days in the busy Summer School office, previously at Bryn Mawr College and now since 1926 in New York City.

It would be hard to find anything remotely resembling

a "slack season" in the all-the-year-round work of the Summer School organization. The fact that the School has had to build up a national organization involving numbers of people in every section of the country; that the funds for scholarships and running expenses, a total budget of $38,000, must be raised annually with the help of these District Committees; that the School headquarters has gradually become a clearing house for information in this particular field of teaching; and that former students and applicants turn to the School for help with their own problems;—all these questions make the winter work of the School fully as important as the summer program, demanding the full time of its administrative staff. In addition to carrying on this national educational program, preparations for the next Summer School must be made. Students must be recruited and prepared, faculty and staff must be secured, plans for new courses worked out, new equipment purchased when necessary. Everything must be ready on the college campus and in the organization for the opening of the School in June.

Work with Students

This involves constant effort in coöperation with the District Committees for eight months. Unlike other educational institutions, the Summer School cannot expect its students to come to its doors, but must first find its applicants in every district of the country and then prepare them for the School. This local program looks toward the day when the workers, more prepared in schooling and in economic resources, will of their own initiative seek the School. As described in the section of this report on "Recruiting," the work of finding applicants is becoming increasingly difficult in some parts of the country. It

would be an easy matter to fill the School each year from the larger industrial centers, but in keeping a policy of nation-wide recruiting, the School must make every effort during the winter to discover possible applicants from sections of the United States where an interest in education is not yet apparent among the workers. In such districts thousands of women are at work in factories, but few evening classes exist, and the general indifference of the workers is widespread. It is not surprising that recruiting looms large all winter as one of the main problems of the School, when one considers the economic problem of the worker in getting away from her job, her uncertainty during a period of unemployment such as in the years 1926-1927, and the necessity for finding well-qualified applicants in order to maintain a high standard of classroom work. While the District Committees carry the recruiting program, the administrative staff of the School must be responsible for continuity in the organization of these fifty committees, and their understanding of the complex recruiting question. Gradually community interest is growing, strengthening these local groups; in some cases bearing fruit in new local schools. But so long as Bryn Mawr remains a nationally recruited school, much time and effort during the winter must obviously be put into this field work. In connection with this department the former students of the School with their regular series of conferences, their varied correspondence, evening classes, and district alumnæ organization conduct their winter activities. A special effort has recently been made to help former students find suitable study classes, and to discover opportunities for active service through organizations in their own communities.

While the New York district is organized like others for recruiting and student activities, the fact that the Summer School office is in New York naturally means that the New York students feel at home there and bring to the staff many of their educational and personal problems. In 1927-1928 the New York students opened a club room in the same building with the office in order to have a headquarters of their own for meetings and parties. This room, used by the students only in the evenings and on Sundays, is shared with another organization and was therefore secured at a very nominal rent. The New York Alumnæ Association recently reorganized includes students both from Bryn Mawr and from the Barnard Summer School.

Faculty Appointments and Plans for Courses

As soon as the School is over, and reports on every student have been sent to the district chairmen, the executives must plan the School for the following year. College and university teachers now make their summer arrangements far ahead, and in order to secure a suitable staff of instructors, appointments must be made as early as possible in the winter. This means that the Director of the School must visit classes, interview prospective teachers, and collect data in regard to their training and experience, their courses and methods of teaching. Preliminary conferences of the Summer School faculty must be arranged, so that teachers may come to the School with an understanding of their own programs, and the plans of other departments. Consideration must be given to such questions as text-books, equipment for the classrooms, testing and grouping students, so that all may be ready for the staff of instructors.

Finances

Finance work goes steadily on with the help of the District Committees throughout the year. In the district near New York City the Director and the Business Manager work with the national and local finance committees, sending out letters for renewals of contributions; securing appointments with prospective donors; arranging meetings or luncheons in the interest of the scholarship fund; preparing and printing finance publicity material. The Business Manager also keeps the records of all contributions sent in by any district, and is in constant correspondence with finance representatives.

Educational Work

Under this general head, the executives of the School could list many and varied activities. Articles for magazines or the press are being constantly prepared; publicity folders and reports sent out; conferences and committee meetings arranged, and a program of speaking carried on before such varied groups as college women, undergraduates and alumnæ, Parent-Teacher Associations, conferences of social workers, business men's clubs, trade unions, factory groups, industrial clubs, private schools, and civic organizations. Special efforts to tell the story of the School are made from time to time. A booth arranged in 1927 at the Women's Exhibit of Arts and Industries in New York, with posters, School pictures and copies of the poems written by students presented the work of the School and for a week attracted the attention of the passing crowds. Once a year an attempt is made to hold a meeting at each women's college in the East, to interest the undergraduates in the School,

and help their committees to select assistants for the coming summer. Members of the School staff are serving on educational committees in such organizations as the Schools of Social Work, the Y.W.C.A., the Women's Trade Union League, the Boards of other Summer Schools, and others with national or international relations. Conferences on teaching adult workers called by various organizations come as annual events.

A list of those who come to the Summer School office seeking information or asking coöperation would show the character of the winter work in its many phases. The head of a Nurses' Training School comes to inquire about extra-curricular activities in a program of adult education for nurses; the representative of a Prison Reform League wishes to discuss the tutoring system as in use at Bryn Mawr and its possible application to prisoners' classes; the Director of a European Workers' School suggests that more American students are desired, and asks help in finding them; a teacher from a labor college comes to discuss a conference of economics teachers from the evening classes in New York; and a college president calls to find out the future possibilities for a local workers' school and to offer buildings.

Coöperation with Other Summer Schools

Since the movement for workers' summer schools now includes three other Schools developed somewhat on the Bryn Mawr plan, recent winter activities have included an attempt to work more closely with these other Schools, and to learn their problems. A plan for affiliation with other Schools has resulted from this closer coöperation, and is described in a later chapter. (Plans for other Summer Schools, page 234.)

CHAPTER III

A CURRICULUM FOR ADULT INDUSTRIAL WORKERS

The First Curriculum

The curriculum included in the original plan for a workers' school was submitted to the first meeting of the Joint Administrative Committee in February, 1921, and in general approved. (See Chapter II, page 39, and also Appendix I.) Economics was considered a basic subject and was emphasized in all workers' classes. It was in line with the stated purpose of the School, "to help the students obtain a truer insight into the problems of industry." After the first summer, the vote of the School agreed with the committee in making this course required. English was also taken for granted, the women workers on the committee presenting strongly their need for this subject. Then came the question, "What else?" Which subjects were of the most importance to a group of women workers in a two months' course? Immediately a great variety of subjects seemed desirable, some because the workers had always wanted them; others because the college members of the committee considered them integral parts of a well-rounded curriculum. Only the thought of the two months' time limit, and the unknown caliber of the prospective students acted as a check on these golden speculations. That first curriculum was arranged as follows:

Economics	Five hours
English Literature	Three hours
Political History	Three hours
Social History	Three hours
English Composition	Two hours

SPECIAL LECTURES: *Labor Economics*
Women in the Labor Movement
Community Life
Earth History

As soon as students were interviewed that first day it was found necessary to divide them into elementary, intermediate and advanced sections for economics and English. In addition to these two courses required, each student chose a course in literature or a course in history, and in addition, attended special lectures in labor economics. A short series of lectures was given on hygiene by the Physician, and this was also a requirement. Informal work in the appreciation of music and singing was considered part of the recreation program and attracted a large majority of the School.

In arranging the classes, about twenty students were grouped together for each period of instruction, and divided again into sections of from five to ten students for tutoring. From that first year, the tutoring system was considered an essential part of the instruction program, if such a diversified group of students was to make any progress during a two months' term. This tutoring system is discussed in detail in another section of this report.

LIBERAL STUDIES

One opinion stood out above all others at the end of that first summer, emerging gradually from discussions of students and faculty and finally defending itself in the

opinion of the majority against all attack. The workers attending the Bryn Mawr Summer School approved the liberal curriculum. They were not seeking propaganda teaching of one kind or another, and had found that courses taught as they were in the Summer School gave them what they needed. This consensus of opinion once established has been the basis of curriculum building ever since. Courses taught from one viewpoint with bias on the part of the instructor have no place in the Summer School.

Contact with Workers' Experience

On the other hand, another fact became well established. The Summer School instructors must take into account the fact that they were teaching industrial workers; must give their experience and opinions a place in the discussion, and must realize the significance of these to the workers. Otherwise, no understanding could be established between the instructor and the class, and the best results of teaching could not be expected.

Curriculum Problems

Questions of instruction in the Summer School may be regarded from three different viewpoints: that of curriculum development; of teaching method; and of the reactions of those who learn. In this section, the curriculum itself is studied, leaving for later chapters the other two phases of instruction.

The history of curriculum developments since that first summer has centered around certain specific problems; these questions occurring every year in faculty discussions, and their proposed solutions modifying plans for the following year. (See Appendix I.)

1. How shall the students' program be planned to give in a two months' term anything but scattering and unrelated courses? To consolidate the program, to relieve pressure on the students' time and, through coördination of subject matter, to prevent confusion of mind have been the three general purposes underlying this part of faculty discussion.

2. What subjects should be included in a workers' school, and which are the most important? Should the curriculum narrow itself to the field of social sciences, or include other subjects of cultural value? As economics and English were taken for granted and made required courses during the first year, this discussion has centered around the place of elective courses in the School, especially the place of history and literature, and how these two subjects should be taught.

3. What special courses should be arranged for an advanced group of students, either those returning for a second year, or those who may be considered leaders among women in industry?

As has been described in two other sections of this report, "Recruiting" and "Teaching," these curriculum problems are bound up with the selection of students, their preparation for the School, and the possibility of grouping them effectively for classroom work. In all discussion of the curriculum, therefore, the reader should keep in mind, as have the Summer School faculty and the Instruction Committee, that all plans for courses largely depend on the caliber of industrial workers recruited for the School. As standards of selection and preparation are raised, the curriculum should develop in a systematic way. If for any reason students are recruited who cannot meet the requirements of the School, emer-

gency measures must be instituted to meet individual needs.

Concentration and Coördination of Subjects

The short courses in a great variety of subjects during the first two years could not fail to give students some feeling of mental discomfort. The fact that the main courses were grouped in two general divisions, social science, and literature or history, did not relieve the pressure. At the end of the second summer, the faculty agreed in saying, "Too many short courses. Let us give more time to a few subjects." The students, as might be supposed, did not agree with this consensus of faculty opinion. They were dismayed to see even a one-hour course disappear from the curriculum, and pleaded that no one of the courses which they had so much enjoyed should be omitted.

In spite of this feeling on the part of the School, the faculty recommended that the students' work should be done in two subjects only, of four hours each, and that in addition a three-hour course in English should be closely related to the other two divisions.

This recommendation happened to coincide very opportunely with the experience of schools for workers in Great Britain, Germany and Austria. In these schools also the students seemed to feel that the information they had received was not connected with their lives. They came with a mass of unrelated experience, and if the knowledge they received was also unrelated to experience it was without significance to them. Some German schools were meeting this difficulty by dividing the subjects into two groups, one having economics as a center and the other literature; in both fields the approach

was one in which the students themselves were interested or about which they had some knowledge, and the teaching was almost entirely discussion based on study, experience, and reading. The plan in operation at an adult school in Dreissigacker near Meiningen, Germany, directed by Herr Harry Weitsch, seemed especially well adapted to use at Bryn Mawr. In this curriculum courses were divided into two groups: the "Social Sciences," including studies in economics, government and political history, and the "Humanities," which covered work in social history, literature and art.[1]

A similar plan therefore was tried in the Summer School of 1923 with these two divisions and another in science. There is no doubt that the students were less confused in 1923 with their two courses than with the four or five they had carried previously. Also, they were able to understand the relations between the different subjects more readily. From the viewpoint of the faculty, however, the attempt at coördination was not entirely satisfactory. The difficulty of giving a course which touched upon so many new fields of interest in two months was the main objection, and contrary to expectation the students felt as much pressure of time under the new plan as under the old.

From that year on, however, the attempt to coördinate courses in the School has gone steadily forward. Some such proposal is brought forward every summer, is adopted or modified, and put into practice the following year. Usually this test of a new plan is followed by a wave of reaction from the faculty, as various features

[1] Professor Kingsbury during her sabbatical year abroad in 1921-1922 visited a number of such schools and on her return in 1922, made the above report to the faculty of the Summer School.

are found impractical, but gradually the program becomes more concentrated, the schedule for every student is less confusing, and correlation between the various subjects results.

To trace the course of any one subject under various plans of correlation is extremely difficult. English composition, for instance, has been taught as an entirely separate course; it has been given in combination with the two other courses taken by each student; it has been combined with economics alone, and finally, it has been combined with literature. The English course in the School has always included oral and written English, practice in public speaking and in writing short papers. The English instructors have noted a certain loss of spontaneity in the written work when English was too closely combined with economics. As the students said, it was hard enough to study the English language without being required at the same time to discover and understand some economic question. They preferred more familiar topics as a beginning. Some other solution in teaching English has yet to be found which will give students freedom in expression, and also permit English to serve as a tool for work in other courses. The last combination, that of English with literature put into effect in 1927, seemed to be more satisfactory to the English department than any other plan previously tried, although it did not win the unanimous support of the faculty.

A New Plan of Coördination

In 1927, following the development of earlier years, the faculty finally determined so to arrange the curriculum that coördination would not result accidentally but would be inevitable, growing out of the plan of teaching. To

unify the program of each student and thus prevent confusion of ideas seemed imperative. Under the usual system, each student found herself instructed by six people, three instructors and three tutors, in her three courses. A changing faculty group every summer, and the impossibility of these teachers coming together for consultation long in advance of the School, had been other factors adding to the difficulties of coördination. Frequent conferences between instructors and tutors, and between departments, had not entirely offset duplication of subject matter, or wide intervening chasms of thought in teaching. The relief of one student who found herself under the direction of one person was expressed in an English section where the instructor was responsible for her own tutoring. "In *my* English there is no division of ideas," remarked the student.

The first suggestion of a solution through a new plan of teaching came from some members of the economics and history departments in 1927; a plan for a combination course, to be given to the School in small sections under the direction of instructors who should do their own tutoring. This course would be in the field of social science, the basic subject in the curriculum, but would not be narrowed to economic discussion only. It would also include material from other fields of knowledge, literature, social history, science or psychology. It was pointed out by those who proposed this plan that it was in line with modern educational theory, and that such combination courses had been successfully given in many places. This suggestion carried further the attempt at correlation of subject matter first proposed in 1922.

Opposition to this plan came from other departments of the School, where instructors who had specialized in

the teaching of other subjects outside of the social sciences did not believe that anything but a very superficial training in these subjects could be given in such a combination course. To understand a scientific concept, for instance, it was necessary to study day by day the facts brought together by science and bearing on this concept. Such understanding could not be given as a side issue in any social science course. The same was true for an appreciation of literature and for an understanding of human behavior gained in psychology. Teachers, it was objected, could not be found who had thorough training in more than one subject. With opposition to the proposed combination course, these instructors and tutors were, however, almost unanimous in thinking that some radical change in a teaching plan would prove of the greatest benefit to the students.

The final plan as recommended by the faculty and accepted by the Joint Administrative Committee for the summer of 1928 presented an entirely new arrangement of curriculum and teaching. As it was the outcome of seven years' experience, an analysis of its main points may be of interest.

It is based on a desire to get away from the narrow confines of "subjects"; it gives greater consideration to the needs of individual students; it aims at greater flexibility in schedule, and a closer relation among the instructing staff. It recognizes the necessity for more systematic grouping of students and further study in the whole field of testing preparation and ability of these industrial workers.

According to the new plan, the School was to be divided into five units of about twenty students. It was supposed, according to the experience of previous years,

that one of these units would be ready for advanced study, and for this group some form of project work in the field of social science was recommended. For the majority of the School, work was planned in each unit under the direction of three instructors, one in social science, one in English (composition and literature), and the third in some related subject, either science, social history or psychology. The three instructors in each section were asked to do their own tutoring, and were expected to work out coördinated courses. Thus, the system of tutoring continued. Heads of departments were appointed or elected in each subject, so that not only the three courses in each section were related to each other, but also the economics courses, the English and the other subjects were planned by departments, so that in each unit a program of study might be arranged at different stages of advancement. The whole plan depended on the work of a special committee to study tests and grouping, prepared at the opening of the School to place each student in accordance with reading facility and knowledge of economics. On the basis of previous experience, the Instruction Committee decided that science should be the third course in the three more elementary units, psychology in one unit more advanced, and history for the most advanced students.

Results of the New Plan of Teaching
1928

A series of psychological tests, five in all, were given to the whole School as the first step in registration. The Army Alpha Intelligence Test, the Thorndyke McCall Reading Schedule, the Holley Sentence Vocabulary, the Harper Social Study (part), and the Pintner Non-

Language Test. These tests occupied the whole School for one afternoon. The whole question of experimental teaching and the use of tests had been discussed previously with the students, so that they undertook the tests not as a serious ordeal; realizing that everyone has strong and weak points and that to discover these in advance would facilitate all the classroom work.

But if the tests were no ordeal for the students, they involved a mountain of work for the faculty who devoted that first week-end to giving the tests and marking their scores. A psychological factory was established in the library, and there the faculty and staff, even to the youngest undergraduate assistant, worked on shifts till late in the night, marking papers, getting a composite score for all five tests, and drawing graphs to indicate the trend shown by the whole School on each one. This material was ready by Monday morning when the students were interviewed individually. As one visiting professor, familiar with statistics, remarked, "The Summer School faculty have done three weeks of statistical work in one day." On the basis of the tests, the students were divided on paper into five tentative groups, ranging from those seriously handicapped in reading ability and slow in mental grasp to those students able to read accurately and think rapidly. When the interviews began, many difficulties became apparent.

From the information on the students' applications, which had been summarized with the results of the tests on a registration blank, it was obvious that there was a conflict between a wide industrial and organizing experience, preparing the student for an advanced class in economics, and an elementary knowledge of English, with

no facility in reading. So many students were classified in this group that they formed a large section of one elementary unit. Although a few of them were discontented to find themselves in a unit where some girls had little knowledge of industry and its problems, the group on the whole was homogeneous in lack of academic preparation and slowness in reading ability.

Another registration problem arose when a student was advised to try a certain unit, and wished to take a subject given in another unit. Especially strong was the feeling of certain students that they wanted to study psychology, although by all indications they belonged in a unit where science was the third subject offered. In an attempt to keep some degree of freedom in the election of courses, a sixth unit was made up during the first week, combining psychology with English in one course, with economics also given. Instructors adjusted their schedules to the changed system and the sixth unit thus created proved the solution of this particular problem.

Finally the whole School was registered, and mustered unit by unit for the first class sessions. According to the new plan, each instructor was responsible for tutoring. The usual group of tutors was for the first time eliminated. In addition to help given by each instructor to small groups and individual students, four assistants were appointed to help the students in finding material, and if necessary to meet the special problems of individuals. Each department and each unit of the faculty met to elect a chairman. In this way questions of particular interest to one unit or to one department were quickly brought to the attention of those concerned.

Students as well as faculty were interested in this teaching plan. At first there was some question among

the students as to whether they had been accepted for the School solely for the purpose of faculty experiment. A new instructor, trying to establish friendly relations in the classroom, had remarked that the teachers all had much to learn from the students, and immediately a few of the girls jumped to the conclusion that the faculty did not know enough to teach, and wished only to draw information from the workers. In a student meeting the whole question of experimental work in any field was explained, and the necessity for all those teaching or studying to adopt the experimental attitude, with open minds. Immediately one student rose to her feet, with a belligerent air. An explosion seemed imminent. She began solemnly, "I wish to state." A long pause. Then she continued with a rush, "That I am a student of the Bryn Mawr Summer School and I am perfectly willing to be an experiment." Reassured, the other students caught her spirit, and with confidence restored returned next day to their classrooms.

From day to day, the teachers in each unit met problems resulting from the new plan. As originally conceived (although separate courses were planned), correlation of subject matter was one aim of the faculty's recommendations; in actual practice, such correlation took place only incidentally, or in a partial degree. One unit conducted a weekly forum where all three instructors led discussion, and the topic was drawn in turn from economics, psychology or literature. Among these forums were "Social Control," the "Use of Leisure," "Ethics in Industry," and Hauptmann's "Weavers." Student chairmen often presided and the discussion went on long after the two-hour period was over.

In another unit, an intermediate group, the approach

An Economics Class in the Cloisters

to learning was made by all three instructors through the study of the scientific attitude. Material from economics, English, and astronomy was used to illustrate for the student what it meant to approach a subject with an open mind, to investigate facts, and to form conclusions only on the basis of reason. Another unit drew together its three courses through a weekly class in public speaking, where topics were assigned from each field, and all three instructors were present to take part in discussion. In the most advanced unit, that combining economics with social history, the titles of these courses indicated at once a natural method of correlation; the history course was called "The Way In," and the economics course, dealing with various proposed solutions for economic and social problems, "The Way Out." Developing the social theories in time for the economics class to analyze and criticize them sometimes proved difficult, as once when the economist asked a student about the feudal system, and the history instructor who was present in the classroom remarked, "We don't get to that till next week." Still another unit, the most elementary in reading ability, effected some sort of correlation through the use of music. The early economic history of America was illustrated by the class in English, which began each session with lusty songs of the pioneer days from Carl Sandburg's "Song Bag," or as the students usually pronounced it, "Mr. Song-bird's Sand Bag." The study of the boll weevil offered unexpected opportunities for correlation in economics, science, and English, and the "Boll Weevil Song" was often heard on the campus.

Through unit and department meetings, and in fortnightly faculty conferences, the strong and weak points of the new plan were analyzed. Faculty and students

agreed that it was an improvement on any plan of teaching used before in the Summer School. Individual problems were met easily and quickly in each unit, by frequent conferences of the three instructors. A student who had special need of individual help in economics or English found her schedule adjusted immediately. An instructor needing an extra hour for some special reason could arrange this with the other two instructors in the unit. For the first time many students discovered the relation between various fields of knowledge, a discovery which delighted some and disappointed others. "What I am studying is all one," said one girl joyfully, coming into the office. "I couldn't get mixed up if I tried." Another remarked in a doleful tone, "It's all the same thing. Whatever class I go into I find has something to do with another class."

It was agreed by the faculty in their final meeting that the unit system should be continued, as on the whole it had proved most effective. Fewer students had had to be changed after the first week of the School, and almost without exception the students had been satisfied with their courses and had done well. A few in the larger units had felt the need of more individual help, and for this reason the faculty recommended that no unit another year should be larger than eighteen, and that only fourteen should be put into the most elementary unit. The first-hand contact with the instructor for tutoring had proved itself of value to both instructor and students. It was suggested that one assistant should be appointed in each unit, to work with individual students. Recognition was given to the value of the psychological test as demonstrated in the successful grouping of the students,

and further study of the whole grouping problem was recommended.

While the various attempts at correlation described above were noted by the faculty, it was admitted that thoroughgoing correlation had not been achieved and perhaps was undesirable as an objective. Subordination of one subject to another would probably result from a more drastic attempt to combine subject matter, and to such subordination every instructor was opposed. The members of the English department, which included work in composition, literature and public speaking, were unanimous in their statement that English should be taught for itself primarily, and not merely as a tool in an economics course. Science and psychology also wished to preserve their integrity in any curriculum plan for the future. One recommendation, however, finally passed by the faculty, suggested that another year one unit should undertake more genuine coördination through the study of some topic on which material from various fields could be drawn.

The Place of Elective Studies

History:

To the average student in the School, there is no appreciable difference in time between events fifty years ago, three thousand or thirty million. "What happened before that? And before that?" is the question heard in every classroom. Before he knows it, every instructor finds himself back in the time of primitive man. This complete lack of historical perspective cannot be filled in by reference to independent reading, as with the average college student. Neither can it be left out of account in the teaching of other subjects, for the mature industrial worker,

eager to discover reasons behind modern problems, demands the history of the past. One question, therefore, which appears in all records of faculty discussions from 1922 to 1928, is that of the place of history in the curriculum. Should it be offered as an elective, thus reaching only a limited number of students, or in some way be given for the whole School in a series of lectures? Should history be taught with literature or with art, and if in any year for financial reasons a choice must be made between history and literature, which is the most fundamental course for a workers' school?

Experiments with the teaching of history have included a series of courses of two or three hours a week in social and political history; an emergency tutoring class to give a survey of historical periods to those students, who, with no historical background, were struggling with literature; eight lectures given by a visiting instructor, and finally a four-hour course given as one of the regular electives during the last two years of the School. The faculty generally agreed that the plan of a short lecture series in history was not at all satisfactory. A longer course was preferred, even though the whole School might not be able to take it. That some course in history should always be included in the curriculum is now generally accepted.

Literature:

Bound up with all these discussions of history has been the question of literature and its place in the School. Literature instructors who have had experience in Summer School teaching are aware of the danger of sacrificing literature to some doubtful combination with English or with history. They maintain that the prin-

cipal need of the student is for logical presentation and analysis, and that the study of literature will suffer if too closely allied with this sort of writing and public speaking. In comparison with a course in history, literature should not be regarded only as a means of relaxation, and therefore, a luxury. It is a necessity for the intelligent understanding of life, and for that reason is fundamental in carrying out the purpose of a workers' school. During the first six years of the School, literature courses were given as three- or four-hour electives, one year, 1923, in combination with the Division of Literature, History and Art, and then as a separate course. In 1927, as has been stated above, literature and English composition were combined, and this combination was also made in 1928, under the new plan of teaching.

Science:

Given as a series of eight lectures on the "Story of the Earth and of Life" in the first year of the School, then as a one-hour elective, the science course has won its way in the School, and is now given as one of the four-hour courses. This, it is believed, was the first attempt to teach science in a workers' school in this country. The faculty have agreed that it is most important to give the students a scientific viewpoint, training them to recognize the importance of facts; to weigh evidence and to draw conclusions from such evidence. This type of training can, they believe, be better given in a science course than in any other. The course as developed for four years has succeeded in combining subject matter from the fields of astronomy, geology and biology. No longer "a frill for the industrial worker," as one student phrased it, the course has proved itself practical to large groups of stu-

dents each summer, and in their opinion has a close relation to the problems of their daily lives. In 1928 it was given in three units of the School, grouped with economics and English.

It is an elementary course, with laboratory demonstrations, introducing the student to the world about her, to the development of the universe and of life. Nature study, at first given informally for the whole School, is now an integral part of this course.

Psychology:

Psychology has been given each year since 1922 as a course for the more advanced students; a four-hour elective. In 1928 it was offered in two of the advanced units, with economics and English.

This course, while sometimes questioned as to its value for workers, has proved itself to the students themselves. They have felt the need of some interpretation of their human problems, as their industrial problems are analyzed in the economics course. Interested in ideas and in intellectual development, they find satisfaction in tracing the origin of their conceptions and in applying their new knowledge to human relationships. Caught often in industrial conflict, faced with monotonous or uncongenial jobs, and struggling with personal adjustments to family, employer or fellow worker, the Summer School students need all the help which an understanding of mental processes can give them. The approach to this course is sociological, and here as in other courses an attempt is made to supply something of the historical background of man's development, to show the gradual psychological development of mankind from a simple to a complex

organism, in social relationships and mental functioning. Trips to the museum for the study of primitive society form part of this course. This department also gives much time during the School term to the psychological tests and a study of their significance in grouping students.

Music:

Appreciation of Music, a one-hour course growing out of the informal work in singing the first summer, was given in 1922 for the first time at the request of the workers themselves. The course is divided into four sections:

1. Informal chorus singing, with the use of folk music. These folk-songs are studied as the basis of art music, and also because of their social value to the students, in giving them a knowledge of the emotional nature of melody and rhythm among different peoples. A trio of violin, 'cello and piano is used to accompany the folk-songs.

2. The folk festival, evolved naturally from this chorous singing. This festival, a series of folk-songs and folk-dances in costume, is arranged to follow the reading of Walt Whitman's "Salut au Monde," which gives a central idea and a thread of continuity to the festival.

3. Lectures. The study of music from the approach of anthropology, tracing the development of music from the baby's first tune to Beethoven's Fifth Symphony and a modern orchestral composition.

4. Concerts, "an illustrated history of music," including a string quartette, a harp concert, a song recital, and two piano concerts.

The aim of this whole course has been to help the students realize that art is a function of normal life, and to discover creative opportunities for the use of leisure time.

Special Courses for Advanced Groups

A program for second-year students has been a serious problem in many faculty meetings. These students for whom fifteen places are reserved each summer are usually of two types; the able student well qualified to continue with more advanced work, and the conscientious but less able girl who has made such marked progress in evening classes or developed such qualities of leadership in her own community that she has been recommended by the District Committee for second-year work. Very few of this group are ready for really advanced work, but are often interested in taking up problems in some more restricted field of study after the general program of the first year.

English, more specialized work in economics, a course in psychology, or whatever elective course the student had not chosen during the first year, have been included in the second-year program. The students themselves pleaded for a course in government, but to the faculty and the Instruction Committee it seemed wiser for the second-year work to be a little more intensive in the field of economics, rather than to start another new subject. In 1927, this more advanced economics course was in the form of a project group, meeting with instructors and tutors once a week in two sections, each student reporting on a special topic. The results of this plan are discussed in the section on "Teaching."

Another problem has been to meet the needs of women leaders in the labor movement; busy executives who could not plan for a two months' course. Originally, the School had hoped that some of this group might be able to attend, but pressure of responsibilities had always

prevented. It was suggested that instruction in economics centering around a specific problem, and taught by the faculty as a group, might be of interest to these older and more experienced students in a one-month course. The women workers themselves on the Joint Administrative Committee did not approve the idea of such a course. They doubted whether even a small group of these women leaders could be found to undertake such a hard program of study during a much needed and always brief holiday period. They believed that the School would fulfill its purpose more effectively by continuing to reach the rank and file workers from among younger groups.

Description of Courses

Early in the history of the School, the faculty recommended that "there should be a minimum of formal lecturing." Discussion is used in every classroom to a greater or less degree, either combined with a short lecture to present material outside the student's experience, or without the lecture, in subjects with which the students are familiar. This absence of formal lecturing is not always pleasing to the students. One of them complained to her tutor, "We want *facts*. We want the teacher to talk, not the girls. They don't know any more than we do."

The aims of this classroom discussion are summed up in a faculty committee report of 1925:

"Your committee submits that the aim of the Bryn Mawr Summer School is not the aim of a Business College or a College Preparatory, and that the students are not to be subjected to the process of grooming or the process of cramming, nor are they to be subjected to methods which are de-

signed to turn them out according to a set pattern. Any method condemns itself which appears to conclude the subject, or to destroy curiosity about the subject, or to rouse a distaste for the subject.

"Methods should be adapted to the idea that the students are to go on; in the words of the purpose of the School, to 'train themselves in clear thinking.' We recommend that to that end students be protected from occasions for generalizing prematurely, or in fields into which their experience has not led them; that they be encouraged to analyze their own experience, to supplement it with assimilable factual material, and to test their understanding of this augmented personal or group experience by their ability to write or to speak about it. The committee urges still further the consideration of concreteness of presentation, the use of a simple vocabulary, and the choice of reference books within the comprehension of the group being taught. Wherever a laboratory or project method is suitable, the committee recommends the method of learning by doing as a supplement to the methods of learning by listening, or learning by reading."

These general aims of instruction have been carried out in so far as possible in the Summer School classrooms.

Perhaps it would make these classroom problems more vivid to the reader of this record if a summary of each department were given from the experience of instructors and tutors. (The reaction of the students to the teaching given in the following courses may be found in Chapter V, "The Warp and Woof of Learning." Detailed outlines of typical courses may be found in Appendix J.)

Economics

Beginners and more advanced students are included in this department in separate sections. Certain methods of teaching have been found successful in these classrooms, based

on realization of the wealth of material in the School for the study of industry. The teaching aims to bring out the experience of the students, and to help them analyze their own industrial problems.

There is a decided difference between the elementary and the advanced sections of economics, the latter including workers who have been thinking about industrial questions more intensively, and discussing them with wider knowledge of actual conditions. Certain contributions have been made by students and teachers in each of these divisions, and also in the intermediate section between the two. Elementary classes have usually made a historical or descriptive approach to industrial questions, based on the problems of the industries from which the students come. In intermediate sections, the experience of the students has been utilized for the consideration of various industrial problems, in order to develop certain economic principles. Advanced classes have used some sort of a project plan, either a statistical problem related to women's work, or else individual reports on special questions of interest to each student.

Methods of instruction in all sections of economics have included the usual classroom aids to teaching; oral or written quizzes, short papers written in class, blackboard summaries and outlines; oral reports on current industrial or labor news; simple statistical work, and the use of charts and diagrams. When a matter of some importance is to be analyzed, the class is sometimes divided into three or four groups, which discuss separately for about five minutes, each with a secretary to record its findings. After reports to the whole class, a general solution or summary is worked out. Again and again economics reports emphasize the fact that the tutor must not assume too much; that with the slower students any knowledge of the topics discussed in the previous classroom period cannot be taken for granted; and that reading assignments must be very short in all elementary work. Many tutors mention their need

for more suitable textbooks and for more pictorial presentation of economics. Others trace the changes in their methods of teaching from the first two or three weeks, when detailed help must be given with reading and understanding of discussion, to the latter weeks of the School when new topics can be presented and more independent reading required. One instructor has summarized the method used in these classes:

"The general method of this course is analytical. The material is built up to a problem, and is not merely a survey or description of the economic system. In the classroom the practice has been to start with a concrete situation, and by questioning the students to secure material relating to one specific aspect of the course. The material thus secured is analyzed by the group, and contrasting types of experience or reaction on the part of the students are utilized for the presentation of different points of view. The method generally has been to create a dilemma for the students—really to puzzle them, and then to suggest the acquisition of the necessary facts for the solution of the difficulty."

In addition to the usual methods of teaching, the economics classes have made use of dramatization, through forums, or in the discussion of some particular industrial situation. The advanced classes have often dramatized arbitration, based on actual cases which come before the Joint Board of Arbitration in the clothing industry. Students taking the parts of employer, foreman, trade union officials and workers testify in these cases, often using a touch of costume to make vivid the day-by-day processes of arbitration. Usually some member of the faculty acts as impartial chairman. Reality has been given to these dramatizations through the presence of some members of the Amalgamated Clothing Workers, or some official who has taken part in the actual cases under consideration. A discussion of the history and value of arbitration in industrial disputes forms part of the session, which

is attended by the whole School. Typical of such cases are the following:

"A worker quit work on account of sickness on February 2nd. On July 15th she returned to the shop for some tools which belonged to her and was asked to help out temporarily for four and a half days, at the end of which time the shop was laid off. After the lay-off, the worker claimed the right to her job under the agreement."

"Two sections of pressers walked out on May 13th because they did not want to press work in the way the foreman told them to. The company wanted armholes pressed by hand while some machines were being fixed. The workers wanted to press whole coats or nothing at all. The foreman shut off the power and told the whole shop to go home. Since work was available for the other workers, this action constituted a lockout. The workers claimed the lost wages."

Invariably the students enter into the spirit of these arbitration cases, and their presentation is lively and dramatic. It is always interesting to compare the decisions reached in the Summer School with the actual decisions on these same cases, which are not given to the students until their own conclusion is reached.

In one elementary course, the last week was devoted to a series of simple dramatic forums, for which the students prepared brief talks with the help of their tutors. Such a forum centered around the immigration question. Students in the vivid costumes of different nationalities told something of each nation's contribution to the life of this country. Another section gave dramatically the passage of immigration legislation through Congress; different students personifying employer, trade unionist, the Congressional Representative and the refugee, each discussing the question from his own viewpoint. The situation in the southern industries was the topic of another session, where in the midst of industrial discussion by southern workers one student entered dressed as the typical southern farmer and with keen appreciation of his part, pointed out the relation of farm problems to those of industry.

Four statistical studies have been made in the advanced economics class: "The First Job"; "Changing Jobs"; "Family Dependency"; and the "Savings of Women Workers in Industry" have been done in successive years. The students have been instructed in methods of interviewing for the purpose of securing information, and have then interviewed every girl in the School, filling out a schedule which has been drawn up by the class. These reports, when written up by the students, with the help of the department, have given some conception of the use of statistical material, and it is hoped have made a definite contribution in the field of industrial research. The Women's Bureau of the United States Department of Labor has published two of these Summer School reports.

In 1927, an experiment was tried with the advanced economics class, each student working on a special topic throughout the summer, and reporting once a week in a small seminar group of students and faculty. Such topics as Unemployment, the Coöperative Movement, the History of the Trade Union Movement, American Labor's Attitude Toward Politics, or Health Problems in Industry, were chosen. The handicaps of the students in attempting anything like independent work in so short a time; their lack of background and historical perspective, and their lack of experience in finding and organizing material, made the plan difficult to put into effective operation. While the students themselves enjoyed the work, and pointed out that through spontaneous interest many of them had learned to study, to read, and to organize material, the teachers on the other hand considered the results of doubtful value, and realized the need of more elementary study and rigorous training in logical reasoning. A group project, instead of individual reports is suggested as one solution for another year; more intensive instruction in methods of finding and organizing material, and some correlation of the reports with a course in social history (the topics

to grow out of such a course), are other suggestions from this department.

In 1928, the Economics Department proposed that a study should be made of the job history of every student in the School, and that this study might be extended to include the other three Summer Schools for Women Workers, at Wisconsin, Barnard, and in the South. Economics instructors in each School agreed to coöperate, and schedules were secured from about two hundred individual workers. This material is being prepared for publication and it is hoped will be of value in industrial research. In any case it represents the first piece of work carried through together by the four Summer Schools for Women Workers.

Written and Oral English

How shall English be taught in the Summer School to a group who, on the whole, cannot read or write with any facility, and whose need of these tools of language must be met within a brief two months?

Teaching in these English classes is similar to that in evening schools or other classes where elementary language needs are insistent, except for the fact that in the Summer School the life experience and special interests of the students are taken into account as the best field from which to draw subject matter for themes or speeches. Usually one paper is assigned to be written each week; one day is reserved for public speaking, and many individual conferences are given. Some classes concentrate on the study of the word with daily drills or tests on vocabulary and definitions, or word combinations. In other sections, the unity of the theme has been especially emphasized in writing and speaking. Certain textbooks, such as the *Century Handbook* or *Woolley's Handbook of Composition* have been used as reference for the correction of technical errors. Sometimes students' themes

containing good material but poorly organized are mimeographed and studied by the whole class, or short themes are written in class. When new subject matter is presented, it is related whenever possible to the student's experience and stated in terms of situations already familiar to her. That the work of the classroom is thus closely related to such experience is shown in a list of a few topics chosen at random from one section of a public speaking class:

Unemployment Evils
Housing Problems in New York City
Public Speaking as a Course at Bryn Mawr
The Oregon Public School Law
Life of a Night Telephone Operator
The Negro in Business and Professional Life
The Church and Industry
Purpose of the Bryn Mawr Summer School
The Japanese Exclusion Act
The Cathedral of St. John the Divine
National Women's Trade Union League
Prison Made Goods
Defense Day
Time Work and Piece Work
Government Ownership of the Coal Mines
Married Women in Industry
The Industrial Department of the Y.W.C.A.
The Prohibition Law

Tutors' comments on these English classes bring out the need of gradual adjustment in the composition work; the fact that some students seemed to become adjusted at once, and that others did not achieve adjustment during the whole eight weeks; and that the majority developed a certain ability in expression during the third week of the School. One report adds that there seemed no close connection between the time needed for adjustment and the age or school grade of the

student. That so far as the mechanics of language are concerned, most of the students are academically grade pupils, leads one tutor to emphasize the methods of teaching English familiar to all elementary schools. A summary of one tutor's experience presents the problem of all these classes:

"These English classes have given me an opportunity to point out constantly the futility in discussion of the generalized statement not supported by facts. I have also tried to point out some of the common fallacies in reasoning from facts. My aim in general has been to awaken an interest in study and reading; to start the students on the right road, and to suggest methods of continuing for themselves."

That instruction carried out according to these aims gives the students what they need, is the general opinion of the School, for at the end of each year an earnest recommendation comes from the whole group, "More work in English."

History

History, the subject of controversy in faculty committees every year, offers further opportunity for discussion in regard to a method of teaching. To the students themselves, events of the past have no meaning, unless closely linked with something in their own experience. Periods of history are without significance, and only confusion results from any attempt to outline them in a historical survey. In every classroom the lack of historical background complicates the teaching. In an attempt to meet this general need, the faculty have proposed courses of various kinds, as described in the section on "Curriculum." Should some sort of a survey course be given, or should one period be studied more thoroughly during the summer? Should an attempt be made to present the history of American institutions or should social history be the course offered?

The course taught in the School for the past two years aims to give in outline the recent historical background of the present world situation. Discussion of economics and geog-

raphy is often the starting point of the course. It has emphasized, in the words of the summary, "the social and intellectual changes of the 19th century, the industrial, scientific and sentimental changes which lie behind the Victorian period; the liberal and nationalist achievement; the American development toward democracy; colonial expansion, big business, the great state and the great war. The course will discuss in some detail the resettlement after 1918. An effort will be made generally to correlate American development with European and other movements, as for example, the opening of the Far East."

The history tutors comment in all their reports on the difficulty of the subject matter and the reading, and report that they have had to read aloud much of the material assigned. They have felt the need of introducing entirely new subject matter in the tutoring classes, to take the place as historical background of social generalities discussed in the classroom. One tutor comments: "History is sufficiently unrelated to the background from which the students come, to make discussion on the basis of experience unprofitable." Others comment on the lack of familiarity with the structure and operation of the United States Government common to all the students, and suggest that if this material cannot be given in applicants' classes, it be made an integral part of the work of the School.

In the history classroom, the method of teaching has been a combination of lecture and discussion. Very little reading has been assigned, sometimes only a few pages a week. The tutoring class has been occupied with discussion of the classroom material, with reading the assignments when necessary, or with individual conferences on special topics. The syllabus, an outline of topics, has been used mainly in review. Occasional papers have been given. Tutoring sections have been divided for special discussion of historical periods in their relation to political and economic development, or to United

States institutions, or to the development of art. Lantern slide lectures on the history of art have been included for this latter section.

Literature

This course until 1927 was given in the School as an elective of four hours a week. In 1927 it was combined with English composition. In order to analyze the special teaching problem in a literature course for workers, the following extract is taken from reports of previous years, when literature was taught as a separate course.

"The chief need in the literature work is to meet the given situation, that is, the entire lack on the part of the students of a sense of time relationship and general inability to read In order that this might to a degree be accomplished they are plunged at the beginning into the reading of something that stresses development and treats of great time divisions. Wells' 'Outline of History' and Robinson's 'Mind in the Making' have both been used for this purpose. Such reading is found to be very difficult and so is carefully done, paragraph by paragraph in the tutoring groups. The work of this course consisted in filling in what was necessary for a grasp of the chief relationship between some of the great periods of literature. Greek Drama, Elizabethan Drama, Modern Drama are the high spots. Parallel with the reading of drama may come the reading of poetry, ballads and other folk literature which is considered absolutely essential to the work. The class discussions of the material read are chiefly for the purpose of making this outside reading more intelligent, less laborious and more rapid."

Other literature courses have concerned themselves entirely with the modern drama; or with the 19th Century period; or with the study of Beowulf. Literature has been combined with Social History and Art; or as in 1927 and 1928 with Composition and Public Speaking. Recently modern drama,

especially plays with a social message, has been studied, the students reading one play a week, discussing it in class and sometimes writing their themes on subjects suggested by the play.

Psychology

As reported by the instructor, "the method in this course is designated as a lecture-discussion method, bringing out the gradual development of mental processes. A historical approach is used in the course. While new material is presented the student is encouraged and invited to interrupt at any time for further information on a particular point. Difficult portions of the syllabus are read with the student and an effort is made to draw illustrative material from actual social and personal situations. Reading assignments are made as practical as possible in a field of thought such as psychology. Wide reading of debatable points or divergent views is not particularly encouraged because of the mental immaturity of the group in speculative fields. Students are required to familiarize themselves with the subject matter of other courses and the relations of such courses to psychology; to differentiate between motives and intentions, and endeavor to find the motives for various trains of behavior; and to apply what they have learned in the analysis of their own personality and various personality types about them. The problems of mental hygiene are also dealt with in the assignments. The tutoring is flexible and discusses whenever possible some practical, debatable proposition such as 'Should the several states of the United States prescribe what theory of evolution should be taught?' or 'What is the role of heredity and environment in the development of man?' Frankness and intellectual honesty are encouraged, and the teacher makes a deliberate effort to arrive at a friendly and sympathetic basis with the student in order to reduce the 'psychic distance' that makes frankness and sincerity difficult to achieve."

Science

As given since 1922 the science course has consisted of four hours a week of classroom work and two hours more of tutoring or laboratory demonstrations for each student. (For content of course see section on "Curriculum," and outline in Appendix J.) The organization of this course differs from the others in the School as the instructors as well as tutors do tutorial work, and the tutors have had their own divisions for instruction following that of the head of the department. Special topics are presented during the term by as many students as possible, and new work is reviewed in oral quizzes. Sometimes papers are written outside of class. The syllabus in this course is important, and is studied by the students instead of the usual textbooks. Some students do other reading, but for the majority the syllabus is the only assignment for daily reading and study.

Students with inadequate preparation for study have been especially considered by this department. At first these students were dropped from the course; then as the result of faculty experience they were allowed to continue the course, with a special division arranged for them in which the work was adapted to their needs. This plan has seemed to be more practical. Students required to drop the science course in order to put more time in economics and English have invariably regretted it, and felt they had lost one of the best features of the School. Very often these students have made the adjustment before the end of the summer and shown great improvement in their work.

The instructor states in one report:

"In classroom procedure the data needed for discussion has been secured through observation out-of-doors and in the laboratory. These observations are supplemented by a study of the work of others with special emphasis on the history of discovery in each case. This material is used as a basis for discussion and leads to

conclusions concerning the nature of planets and stars, the motions of the earth and the evolution of life on earth. Thus accurate observation and careful expression are made to precede the formation and test of opinion."

Written tests are given once a week. During the first weeks, these tests consist of questions requiring short answers, often one word answers. Later a paragraph involving an argument is required. About fifteen minutes is given to the test. Sometimes when the subject has been especially difficult the questions are given out in advance, but the answers are always written in class. After the test, individual help is given to those students who need it, and the test is repeated by those who have failed to grasp the week's work. No marks are given, but a paper indicating marked progress or special excellence receives a star.

Here as in other departments, the need for a more practical system of classification of students is keenly realized; the desirability of excluding applicants who are not fitted mentally to carry the work; and the difficulties created by a language handicap.

CHAPTER IV

NEW PATTERNS IN TEACHING

The Summer School Faculty

The instructors and tutors of the Summer School have of course carried the burden of its educational problems from year to year. Chosen from many colleges and universities, from a few private schools and from every part of the country, these teachers have reflected, as do the students, a diversity of opinion and many local backgrounds. (See Appendix G.)

The question of appointments to the Summer School teaching staff has always been a serious one. To find teachers thoroughly trained in their own subjects is comparatively simple. To find the well-trained and experienced teacher who has any conception of the problems of teaching adult industrial workers is another and more difficult matter. Academic ideas and an academic vocabulary must be discarded; a new method of teaching must be the subject of experiment in each classroom. For most teachers it takes courage and the spirit of adventure to abandon well-proven theories, and to begin all over again in a new way. Especially is the process difficult in a class such as economics, where the students challenge each theory, testing it in the light of practical experience, and where such constant challenges are combined with lack of fundamental knowledge of elementary subjects and a very limited vocabulary. It would not be surprising if the

Summer School teachers grew discouraged under their new burdens, and felt that in a short eight weeks their task was a hopeless one. The fact that with determination and inspired hard work the faculty carry through a summer term and rejoice in its results speaks for the caliber of the teaching staff and for their gradually increasing skill in this new field. We have recorded in another section of this report what the students think they have gained from the courses and from contact with their instructors. It may be of interest also to read what the faculty have gained, and what impressions they have formed of the students.

Letters from various members of the faculty convey their impressions of the School. One instructor writes:

"I have thought a good deal in these few days about what life was like before I went to the Summer School. I can't think of anything I've ever done which meant more to me. Even my year in Europe was more superficial. To have had a chance like this to get a concentrated experience involving so much that is fundamental is something for which I can never be thankful enough. I was interested before theoretically in all the issues and situations involved, but never like this. They are part of me now, and I don't think I can ever get away from them. I believe Summer School is like a religious experience. It was for me. I feel like an entirely different person. The School is more than an educational experiment. It is an exciting spiritual adventure."

Another instructor comments as follows:

"One of the most exciting things about my single summer at Bryn Mawr was the lasting freshness of the experience. I had been told by any number of people whose opinion I valued that I would find Summer School exhilarating, stimulating, in every way pleasurable. But I was skeptical with the skepticism

of a person who has thrown the same eagerness into teaching year after year, only to be dashed by recurrent meetings with lassitude and indifference on the part of many students. Then, after eight weeks of no such disappointment but rather of an interest that was always being renewed and heightened, I understood why the reports of Summer School teachers are invariably enthusiastic."

Many teachers have spoken of the informal friendly atmosphere of the School, which has sometimes amazed and irritated one who has just come from years of formal relationships in the academic atmosphere of a college or university. In the Summer School students do not rise when an instructor comes into the room; they do not regard their teachers with traditional awe and respect. On the other hand, the fine attitude of genuine courtesy characteristic of almost every student more than compensates for the lack of superficial convention. The workers think of their instructors not as superior officers but as human beings, and as fellow human beings take a kindly interest in all that concerns them. "My girl, when are you going to take a vacation?" asked one student bluntly of her instructor. "We all realize that you work too hard." With delicate courtesy the students inquire of their tutors whether they really have time to help them, and apologize for every session or interview which means extra work. The surprising thing to the students is that everyone is ready to give them help, and be patient with their limitations. To the teachers, it is surprising to find such gratitude for what seems an ordinary effort, and to realize the affection with which the students regard them as a group. "It is a sharing of experience and a working out together of the problems that confront the School," writes one instructor. The lasting friendships between students

and faculty which have grown out of the Summer School are among its finest fruits.

The idealism of the industrial worker is to many teachers another remarkable feature of the School. "Many of the girls are imbued with the religious fervor of working for a cause," writes one tutor, who is impressed with the fact that these students want nothing for personal advantage, but only for the sake of fellow workers in their struggle for education. "However," she comments, "despite the care with which the girls are selected, there were girls who had come to Bryn Mawr with no other idea than that of having a good time."

"A tremendous personal experience for almost everyone who comes to Bryn Mawr," writes an instructor who had been in the School for several years. "That is the reason we are all so 'successful.' We could give so much because for some reason our little meant so much to each individual there."

In their letters and comments, the faculty naturally reflect the development of the School from year to year. Those features which they criticized during the early years have some of them in later years been changed, these changes coming about largely through the constructive efforts of these friendly critics themselves.

"The School was one of the most *alive* places I have ever known," comments one instructor, adding that she thought the School organization suffered that year from the nation-wide or world-wide disease of over-organization. "Long experience gives some of us a profound distrust of too much committeeing, too much talking in circles. There are two deadly dangers in education, first, a self-satisfaction, lack of growth, in a word stagnation, and certainly Bryn Mawr never suffered from that, the

deadlier of the two. But the other is also dangerous, the uncertainty and restlessness coming from a desire for growth and adaptation, but too often resulting in a psychological attitude unfavorable to the best work of either students or faculty." One teacher speaks of the intellectual ability and culture of some of the students. "They were better equipped by nature and training for a college education than many of the students that our colleges receive, but chance had given them a poor deal."

Another writes:

"One impression that is very vivid in my mind is something exceedingly pathetic in the eagerness of many of the students. It was almost as if they had a conviction half formed, to be sure, and not all conscious that education was a process by which one gained a certain almost secret and mysterious power to accomplish one's will in the world. If they only had sufficient *education,* some of them seemed to think, they would know the secret of success for themselves, or if not that, then a quick and infallible solution for the economic and social problems that some of them were feeling so intensely. There is something very characteristically American in this naïve assumption that if you can only get a sufficient knowledge of the facts, you can 'settle things.' No one could fail to understand how they had acquired this conviction, nor to admire the energy with which they proceeded to act upon it. But how to show them that it was all more complicated, more difficult, more remote, and not at the same moment rob them of their faith, how to show them that there was no panacea for them nor for anybody and take away nothing of their buoyancy of hope; how to show them that pressing as economic difficulties were in the life of the individual and state, they never constitute for the individual the whole of life; how to send them away no less hopeful but with a clearer sense of perspective and a truer set of values was the question with which I was

constantly confronted and in the face of which I still feel somewhat baffled."

Any summer school depending on a changing group of teachers must face a serious problem. Teachers with regular appointments in colleges and universities must consider these of primary importance, and plan time for research or for genuine vacations and travel. Many of the Summer School teachers are required to teach in their winter positions till the very day the School opens, coming to Bryn Mawr with the accumulated fatigue of a long winter's work to undertake a heavy burden of experimental teaching. Only the character of the School itself and the eagerness of the students to acquire knowledge could supply the new source of power and creative energy which every year is evident in the teaching of the Summer School faculty.

From year to year, as the School grows older, a number of the former instructors and tutors return to Bryn Mawr. This nucleus of people experienced in the ways of the School and familiar with its teaching, gives invaluable assistance in the training of new teachers, and in carrying forward discussions of curriculum. That the Summer School has come to be regarded as an experiment station in workers' education is due to the continued interest of these teachers, their identification with the Summer School in each stage of its development, and their determination to be satisfied with nothing less than the highest standards in teaching adult industrial workers.

Faculty representatives on the Joint Administrative Committee are elected each year, and play an important

part in informing this Board of Directors as to the educational necessities of the School.

The comment of one instructor on the School summarizes what many others have thought:

"The finest thing the School did for its students was to make tangible to them the ideal of a new social order which had hitherto seemed to them utterly remote if not impossible. Here it was demonstrated that a group of people of different training, of opposite ideas, workers of hand and brain, could live and work and play in a democratically ordered society, and achieve increasing unity as time went on. That was the joy and the miracle to many of us. Here actually was a society approaching the ideal. Here was freedom, plasticity, beauty, a basic harmony underlying the clash of ideas. And so we were given courage to struggle again in the world of work for the co-operative commonwealth of the future."

Instruction Aims

Courage has not been lacking in the group of Summer School teachers, although at times the teaching problems have seemed insuperable. To be confronted each year with one hundred or more industrial workers, with an academic preparation ranging from two or three years of high school work to no formal schooling at all; a preparation of tradition and upbringing representing many distinct types of race, nationality, and geographical area; and an industrial background including as many as twenty-five trades, organized and unorganized,—this diversity alone is bewildering to the prospective teacher, creating in every classroom situations which call for resourcefulness based on teaching experience, and that deeper resourcefulness of the spirit which cannot be dismayed in the face of perplexity and daily despair.

The School has been organized by departments of instructors and tutors in each subject, the tutors acting under the supervision of the instructor whom they are assisting. Early in the summer term, the first faculty meeting is called and a chairman elected; the elected chairman since 1922 has been the Director of the School.[1] As the term is so short, the faculty are asked, even at the end of the first two weeks, to consider the whole question of curriculum and teaching for the following year. It seems like a double burden to place this responsibility on teachers who are in the midst of discouraging classroom problems and are more or less bewildered with the task immediately before them. But the School has realized that unless the group of faculty each year will not only blaze the way, but also make the trails distinct for others to follow, no educational progress can be made. This pioneer work is carried out through a series of committee meetings, often in the hottest of weather; through an analysis of teaching problems, and modification of teaching methods, each year drawing a little nearer to effective work in the classrooms. Very often the faculty decide the topics for discussion by means of a question box, in which all puzzling matters of curriculum and teaching are collected. These problems and others resulting from the general experience of the School are usually turned over to special committees of the faculty for detailed discussion. When these committees report to the faculty as a whole, final recommendations are made for the next year, and the next step in the development of a curriculum for an adult workers' school has been taken.

From the first, the School has realized the need for

[1] In 1921 the Chairman of the Instruction Committee was Chairman of the Faculty.

small informal classroom groups, and a tutoring system. The groups for instruction never exceed twenty and are often smaller. These sections are again subdivided for tutoring, five to eight students meeting together with a tutor or with their own instructor. It is due largely to this system of small sections, making possible in many cases individual instruction, that the Summer School students have been able to make any progress during the short two months.

As is evident in other sections of this report giving student and faculty comments on the value of the School, this progress is never of a stereotyped sort. Standardization is not the aim of the Summer School, and for every individual the word "progress" has an individual meaning. So much is this true that the School has made no attempt to measure the unmeasurable. No examinations are given, either when the student enters or during the course. No marks are awarded and the simple certificate given to each student at the end of the term merely states that she has "attended the School." The faculty ratings, which will be described later, attempt to estimate the strong and weak points of each individual as shown in her progress, but do not try to state any record of achievement, other than that indicated by the effort she has made.

The aim of the instruction as outlined in the written purpose of the School is to help the students to "train themselves in clear thinking; to stimulate an active and continued interest in the problems of our economic order, and to develop a desire for study as a means of understanding and enjoyment of life." An analysis of industrial problems is the first step in this process. Learning to read with increased facility and understanding, and to

express thought both in writing and speaking with clearness and force are essential for all students. In learning from their courses and from each other, they make a logical application in their daily lives of what they have learned. In this process, little effort is made to "cover ground." Clear thinking on their own problems of industry and of life is emphasized with the students far more than technical perfection of any sort, and the attitude of inquiry in the search for facts is encouraged. It is obvious that with adult students, of mature judgment and long experience, the teachers lose their function as instructors of the uninformed and become leaders of discussion. The process of learning becomes a mutual adventure between the teacher and the student. The workers have much to contribute in any Summer School classroom, a contribution bearing directly on the question under discussion, or leading out into unexplored areas of thought. So through the two months, a process of give and take in every classroom brings out rich material, academic theory interwoven with practical experience. When results of the research worker and scholar are challenged at any point by results from the human laboratory of the industrial worker, students and teachers together try to test these results, and translate them in terms of daily living.

Classroom Grouping

Before this daily teaching-learning process can proceed, there are various preliminaries to consider: registration, psychological tests, interviews with faculty, and a two weeks' preliminary period of instruction, during which time a certain amount of shifting is necessary in order to place each student in that particular section

where she can do her best work. These phrases, definite in themselves, cannot convey the great uncertainty of this period of adjustment; the individual problems encountered in registration; the doubtful value of all present tests when applied to industrial workers, and the difficulty of fitting into one classroom section, however small, students of such diverse background and training. Great progress in grouping the School was made in 1928, when a revised series of tests was used with unusual success. (See "Results of New Plan of Teaching," page 65.)

Psychological Tests

The first day after the students arrive is devoted to psychological tests. These tests, planned each year by the psychology department, have during the past seven years included The Scott Company Mental Alertness Test, The National Intelligence Test, The Holley Sentence Vocabulary, the Harper Social Study (part), the Army Alpha Test of General Intelligence, the Thorndyke McCall Reading Test, and the Pintner Non Language Test. The general purposes of these tests are, first, to divide the students into groups with comparable backgrounds of training, thereby facilitating teaching; and then to help discover special abilities and also special inadequacies in ability and training, in order that these may be met more effectively by the teacher.

In commenting on the effectiveness of these tests as applied to an industrial group, one member of the psychology department notes the fact that the Army Alpha Test is not entirely reliable for students with a distinct language handicap. As proved each year by faculty ratings at the end of the summer, there are always students whose general average of work in the School has been

high, who because of their inability to understand English have had a low rating on this preliminary test. The instructor writes "More valid with this group seems the Thorndike McCall Reading Test, which gauges an ability to read, basic to all learning, and enables tutoring groups to be arranged for students of approximately equal reading ability. The use of this one test has greatly facilitated the work of instruction, through a more effective plan of grouping, and has made it possible to suit reading assignments to the actual abilities of each group."

"Intelligence tests alone do not supply sufficient basis for grouping," writes another instructor, "other factors, mental activity, industrial experience, etc., are equally important in the formation of groups which are mentally stimulating. A certain amount of common background in the experience combined with a variety of mental outlook and ability, seems to be the desirable basis for such group formations. Longer acquaintance before permanent groups are formed might bring better results."

The result of these tests will become increasingly valuable in suggesting a grouping system as they are consistently studied each year in relation to the faculty ratings, the estimate of the student's work made by each department at the end of the summer. If the reading tests show a genuine correlation with the standard of work done in the School, they might be considered for use in selecting applicants, thus discovering those inadequately prepared for the School, and giving them more special preparation before they are admitted. In the course of time, when the tests themselves have been further tested and modified, it may be possible to find more efficient measures of particular abilities or qualities. For the present, consistent study and experiment are needed in order

to make any of these tests serve their purpose in the School.

"The results from a single test are never considered an absolute or accurate measure of any specific ability," writes one of the psychology instructors. "Care and judgment must be used at all times to give the student full opportunity to show her tastes and abilities in these phases of the work which have most meaning to her. The work of assisting the adult more accurately by means of these new tools just as the child is being assisted in the more progressive schools, is one of the great contributions that is to be made to adult education in its present stage."

The School is fortunate in having the help of Miss Harriet Ahlers, a graduate student of Bryn Mawr College, and an instructor in the Summer School who is making a study of educational and psychological tests in relation to workers' classes. This study, based in part on the results of tests made in the School of 1927 and 1928, will have value as the basis of further experimental work with an effective grouping system.

Registration

When all the preliminary tests are completed, the students register for their courses. Registration is a most difficult process, and requires powers of penetration and judgment beyond those of a mortal. Until 1928 every student was required to take a course in economics and in English, and was then allowed to choose one elective, either science, history, literature or psychology. In addition, a one hour course in the appreciation of music is open to the whole School. In 1928 registration was on the basis of five psychological tests, as described in "The

Results of the New Plan of Teaching," page 65. The difficulty begins with the fact that every girl is so eager to make the best use of this brief two months that she clamors for more and more courses, more and more hours of study. "Is that *all* I can take?" is the universal wail during that day of registration. "Can't I just listen to this other class? Couldn't I do the reading in psychology even if I am not allowed to take the course? It's only two months, and I'd just hate to miss a thing." It was proved, however, during the first two years of the School that fewer courses, and more intensive work in each one, is the most satisfactory plan. Although disappointed at first with what seems an unreasonable limitation on hours of study, the students themselves by the end of the summer realize the necessity for this more concentrated program.

The question is also whether the student can get certain courses at home or whether she should spend time on them in the School. Except in the large industrial centers, courses suitable to the needs of industrial workers are rarely offered. Students from the big cities sometimes decide that they can get one type of course, often literature, but that elementary science taught in a way they can understand cannot be found elsewhere. Every student whatever else she may desire feels the need of more English. So far, the School program has never been able to give the students all the work they want in writing and public speaking.

Other registration problems center around the students with a serious language handicap. It is hard to tell whether a girl of mature judgment and wide experience in industrial questions should be placed in an advanced section for economics when she is still struggling with

elementary problems in English. Will her lack of English handicap her too much in doing advanced work? On the other hand, will an American-born girl who has had one or two years of high school but a limited industrial experience be able to hold her own among girls who have taken an active part in industrial leadership, and are prepared in every way except in English for advanced study?

Experience in the Summer School from year to year has given a partial answer to these and other registration questions, based on a cumulative knowledge of the various types of students, and resulting in the following conclusion: given the district from which a student comes, her amount of schooling, national background, labor affiliations or other connections, and the time the foreign-born worker has been in this country, one can judge fairly accurately the section of English and economics in which to place the student. The foreign-born worker who is a union member, coming to the School from one of our large industrial centers after many years in this country, usually belongs in an intermediate or advanced economics class, but in an elementary section for English. Her years of experience with labor organizations make her more familiar with economic problems and more able to discuss them; her wide city contacts usually have meant years of evening classes and a broad grasp of current events, but have not always given her ability to grasp the English language, especially if she hears another language in her own factory and home. On the other hand, the American-born worker from the small mill town, usually in an unorganized district, would wish to begin economics in an elementary class, and would probably also prefer an elementary section in English. Knowing the language

does not necessarily mean that she can read with understanding or write easily, and this fact must be determined by her other educational opportunities as well as by her grade in elementary school. The students from the far West, American by birth, organized or unorganized, would be put into a beginners' class in economics, but might very well do more advanced work in English. Such a student often shows the effect of improved legislation in industry, better social and living conditions and more leisure and out-of-door life. While her knowledge of industry is usually slight, her general information is often in a wide field, and she reads and writes with facility.

These generalizations, of course, cannot be taken literally. They must be checked at every point in order to place the student in the right classroom section. But the fact that they can be made at all gives some indication of the sociological factors concerned in education in the United States, and perhaps might furnish the basis for further study.

As soon as psychological tests and registration are completed, the students are sent to their instructors for more detailed interviews, to learn more of each student's background and experience, and ascertain her main interests in her particular studies. Further adjustments are often made during the first ten days, especially for those students who show marked inability in reading. These are sometimes advised to drop one course, and give more time to English. Classes actually begin three days after the students arrive on the campus. By that time they are somewhat adjusted to their new surroundings, have unpacked their belongings, recovered a little from the weariness of traveling and are prepared to go to work.

Faculty Ratings

The faculty rating sheet mentioned above is another tool used to measure individual progress in the School and helps also in placing the second-year student in her classes. (See Appendix K.) These ratings, which do not pretend to be more than an approximate estimate of what the student has done in her work during the two months, are made out by each department in consultation, instructors and tutors trying to arrive at some conclusion on the various points outlined in the rating sheets. They are valuable in the selection of applicants for the next year, in choosing a group of second-year students to return, and in helping individual girls to continue their studies in their own communities. Often great variation is shown in the rating given by different departments for the same student. This variation may be due to a more intimate knowledge of a student's problems on the part of the instructor, or to marked ability of the student in one special field. Again, as with the tests, the rating sheets are never used as the only indication of ability or the lack of it, but as one indication based on personal analysis of those who have watched the students day by day throughout the two months.

Problems of Teaching in Various Classrooms

In the classroom, new problems are apparent. If the grouping is at all successful, each student finds herself in an economics classroom where she is with other students at the same stage of advancement. In English, she finds that the section is probably mixed, but that in individual interviews she is given the particular help she needs. In tutoring, she soon realizes that the others in the

small section can read about as well as she can but no better, and that therefore she can progress at about the same rate. In every class or tutoring period she will probably find that there is a mixture of backgrounds and opinions, and that unless she and others assume an attitude of broad-minded inquiry, the inherent antagonisms in the class will prevent all from making much progress. Opinions among the tutors vary as to the value of too decided a difference in types in one section. In some cases a homogeneous group of like-minded students learn together faster and with the help of the tutor become more open-minded than in a group where constant friction prevails. A safe general plan seems to be to arrange groups where the majority are of equal ability and like-minded, with enough variety of opinion in a minority to furnish stimulation, and lead into new fields of thought.

Although warned often in advance of the necessity of simplifying material in teaching industrial workers, very few teachers realize how simple the vocabulary must be in all the teaching. As one member of the faculty said, "After years of teaching experience, I have had to abandon everything I thought about teaching and start all over again." The difficulties of vocabulary bring constant surprises to the uninitiated. And these surprises are not all on one side. It is as though each group, faculty and students, spoke a different language. Essential terms in an industrial or in an academic experience are widely different, and confusion results. To hear the workers speak familiarly of coil-winders, strippers and double needle fell seams, or of Central Labor Councils, Industrial Conferences or Amalgamated Conventions, is as confus-

ing to one trained in academic vocabulary as to an industrial worker are the words ordinarily used by college teachers. In one classroom, an instructor mentioned two nations who at one period of history "roughly corresponded" with each other. The whole class thought he referred to impolite letter writing. "Elements" of economics are understood to have something to do with the weather. Economic "consumption" is taken to mean tuberculosis. The very phrase "literally speaking" proved so mysterious to one group that they could not listen to anything else in the discussion until the phrase had been explained and defined. One student remarked after an hour in the classroom, "There is no use that instructor using his high astronomical language on me. My spirit soars up after it, but as for myself, I am entirely unaware." Each year, however, more teachers are found familiar with the experiences and needs of the workers, and gradually these difficulties are overcome.

Sometimes there will be twenty words in one paragraph of reading not understood by the student. The foreign-born students have a well-developed word sense, however, and are never content with anything less than the precise word to express each shade of meaning. For every student it is like learning a new language along with beginning to study new subjects, and at first the obstacles to clear understanding and progress seem insuperable. Then, as the students themselves say, they begin to "inhale it better." After the struggles and discouragements of the first two weeks, they begin to breathe more freely, to realize that by patient effort they are able to understand, and that keen enjoyment comes with new understanding.

Tutoring

Each year the School has received at least fifty applications for the fifteen tutors' positions from women of all types of experience, all eager to gain an understanding of these industrial workers at school, and to test themselves in a novel field of teaching. On the whole, the tutors chosen each year have proved themselves skillful and resourceful teachers, and have given to the students more than can be measured. In 1928, although tutoring was continued by the instructors, the group of tutors was eliminated. (See page 65.)

The usual practice in the Summer School until 1928 has been for the tutor to attend each class session with the instructor and then take one small group in the hour immediately following the class. Each tutor has been responsible for two sections of about six students, and has met each section usually four times a week. This was not however a fixed schedule. Flexibility in the tutoring system has been the aim of the School. Some students are not required to attend tutoring classes; others are given special help in addition to the tutoring. The students themselves welcome the opportunity for the informal discussion of the tutoring class, so that it is exceptional when a student asks to be excused from tutoring.

What does the tutor do, when she meets her students, and how does she carry on this sort of teaching? From tutors' reports for seven years, and from class attendance, one comes to have a clear idea of the function of the tutor in the Summer School. (This function, it is hoped, will under the new plan of teaching be assumed by the instructors in the School.)

"She is the interpreter, the clarifier of difficult problems, the adviser and friend of the discouraged student. She points the way to further fields of knowledge for the ambitious and mentally able girl, and for all endeavors to give more complete understanding of the classroom period and of the reading. Her method of course must differ with the caliber of her students, the nature of the subject taught, and its stage of advancement. In advanced groups new material is often presented and the discussion continued; for the middle group, organization of material, definitions of words, and clarification of difficult points are necessary; individual assistance in reading or writing seems often the pressing need of the most elementary sections. But in all cases, a tutoring group must be an interaction of personalities, and through such interaction the process of learning goes on."

Should the tutoring class follow up the material of the classroom session, or prepare for the next period? Should it take the student into new fields of thought, or confine the discussion to what has already been outlined by the instructor? Should it be concerned with such matters as definitions of words, with reading aloud in order to gain greater facility, with testing the students' knowledge by oral or written quizzes? All these questions and many others have been discussed in tutors' meetings and in reports, and on the whole there is much diversity of opinion. It is safe to say that every method has been tried.

Although there is disagreement as to whether the tutoring hour should be in the nature of follow-up work after the class, or preparation for the next, the tutors agree that points which have not been made clear should be explained and amplified; that the whole discussion should be carried further; and that a systematic attempt

should be made to help the student with her specific difficulties in the reading, or in the preparation of her papers. "The less the tutoring hour is a separate activity, the more it fulfills its purpose," writes one tutor, and for this reason frequent conferences have been necessary between instructor and tutor. Both should have a clear idea from the beginning of the development of the whole course, so that the daily discussion may follow the trend of this development. This does not mean that any such plan need be inflexible, only that through all the discussion of related issues the students may know the relation of these to the main purpose of the course. In addition to understanding the plan of the course, many tutors agree that a definite plan for each hour of tutoring should be kept in mind. Otherwise members of the class insist on bringing in too much new material, or else the session degenerates into a debate between two students. However, if the new topics brought in by the students are relevant, they can always be substituted for the topics previously planned.

In every tutoring section one usually finds the argumentative student; the timid and inarticulate one; those with the background of industrial struggle and others whose experience has not made them realize their industrial problems. With such a mixed section, the tutor can never be quite sure whether the questions under discussion have been made clear to all, or whether the more inarticulate who cannot express their difficulties are bewildered by the volubility of others in the class.

It is only in individual conferences that the lack of understanding becomes clear, and as one tutor has stated, the schedule of tutoring itself made difficult these individual interviews. She writes:

"The tutoring system, as at present planned (1926) does not make the best use either of the tutor's or the student's time. First it is practically impossible to adjust the use of the hour to the needs of all the girls, even when there are no more than six in a group. The supplementary work needed varies too much with the individual. Even with some attempt at classification in order to avoid having too wide a range of ability in one group, I found that I had to conduct the tutoring hour either for those who were ready for more advanced work or for those who needed to understand more clearly what had been discussed during the classroom period. Consequently I usually had the impression that some girls were practically wasting their time during the tutoring period. The second problem which I was unable to meet with any degree of success was special attention to individual needs. I found that the students' schedules were filled with other classes and tutoring hours so that it was difficult to give the girls the work some of them needed most. (Probably those who needed extra work with me were receiving extra attention from others also.) Sometimes I felt that what a particular girl needed was some supervision in planning her time between classes, play and study. In short I found the tutoring system as worked out at present something of an obstacle to the very feature I considered of most value, special attention to the individual student."

It was hoped that with the new plan of teaching adopted by the School for the summer of 1928 this schedule difficulty at least would be overcome. Supervision in planning students' time undoubtedly resulted from the new plan, and as the three instructors did their own tutoring in each unit, there was greater coördination. It is still a question whether under the new plan instructors can give enough time to individual students, unless the classroom units are smaller than in 1928.

A supervised study hour has been tried in order to give opportunity to the individual student to prepare her papers or assignments with the help of her tutor when necessary. This plan has not been altogether successful. Often so many students want to ask questions of the tutor in charge that the room becomes too noisy for those who wish to study by themselves. More advanced students do not attend this "superficial study hour," as one student called it, because they dislike the interruptions, and so often miss getting the help they too might need.

It has not always been easy for one of these younger teachers, with recent graduate training and independent ideas, to adapt herself to work under the direction of an older instructor, carrying on with her small classes another person's plan of teaching. Very often mistakes in teaching methods from the classroom have loomed up clearly in the tutoring section, and the tutor tried to rectify them as best she could. Where mistakes were not apparent, the tutor often was forced to set aside her own ideas on the subject under discussion, in order to interpret the instructor. When, as sometimes happened, these two sets of ideas were at variance and became matters of conviction the tutor was in a difficult situation. Unless she was free to undertake a piece of independent teaching of her own, she felt that she could not do her best work. It speaks well for the tutors' patience and adaptability that they made progress in teaching. It is no wonder that given a tutoring system supposedly designed to clarify and to interpret the instruction hour, many tutors said that their only criticism of the School was that it did not give them "enough of a fling." With the new plan of teaching in 1928 by which the instructors conducted their own tutoring classes, some of these difficulties were elim-

inated. First-hand contact of student and instructor has proved of value for both in meeting individual problems. As part of the plan, the faculty recommended that younger instructors "of potential value to the workers' education movement" should be included in the teaching group. In this way, the experience of those tutors who have grown up with the School, and are familiar with its problems, may be conserved and translated into independent and effective teaching.

Books and Reading

It was illuminating one summer to find that during the two days before classes started, the students just arrived on the campus had taken from the library almost one hundred books,—practically a book apiece to be read during that busy week-end.

The Bryn Mawr College Library has each year lent to the Summer School books suitable for the needs of the classrooms. In addition, the Carola Woerishoffer Graduate Department has made available for the School material on industrial research and labor problems. The spacious reading rooms, the reserve room, periodical rooms and stacks of the library have been used by the School. In 1921 the Summer School began to collect its own library, which has been added to each year from the book fund supplied by the dividends of the Coöperative Store. This collection, growing every year, now includes about 400 books. As has been shown by the statistics kept each year in the library, most of the books taken during the term are in the field of the social sciences, or in English literature.

Two librarians have been on the staff of the Summer School every year, one a trained member of the college

library staff, and the second a less experienced assistant. The books needed by the School have been placed on reserve shelves, where the students may easily find them. At the beginning of the term the librarian arranges a special trip for the students through the library, taking them in groups of ten through stacks and reference rooms, and teaching the use of the card index, the encyclopedias, atlases, and magazine catalogues.

The Summer School librarian has no routine task during the two months. In a very definite way she becomes a teacher, and to her the students go for help in getting material for papers or for public speaking, for questions in regard to their reading assignments, and for advice on general literature. The work is arduous and constant, but in the opinion of the librarian essentially interesting and a vital part of the School program. The librarian as a member of the faculty attends meetings on curriculum and teaching, and so comes to an understanding of the needs of faculty and students in this new field of library work.

Lists of books are sent in by each instructor before the School opens and these whenever possible are borrowed from the College or bought. Current labor magazines and periodicals are kept in the reserve room for the students, and clippings of current events in the industrial world are collected there each summer. Shelves are reserved for material on a special topic for reports or public speaking, such as the Child Labor Amendment. The students do not have the time, and have not had enough experience in finding material, to look up for themselves everything they need for their work, so that the tutors and the librarians have had to do this for them. But through a systematic attempt to teach the students how to find

their own material, many of them have said that when they went back to their own communities they would always feel at home in a library.

The lack of ability to read, realized by all teachers of adult workers, complicates all the teaching in the Summer School. Every year the standard of the School has been raised. A detailed analysis made in 1927 of the comprehension of reading indicated by the students in their first reading tests showed the following results:

STUDENTS ATTAINING READING SCORE EQUAL TO GIVEN GRADE NORMS.

Grade	Number	Per Cent
Below 5	9	9.6
5–8	47	50.
8–Superior	38	40.4

(Norms obtained from pamphlet called "Directions for Using Thorndike-McCall Reading Scale.")

Although the requirements for entrance to the School specify a sixth grade education or its equivalent, the median reading ability for the School in 1927 was found to be equal to that of the mean norm for 7B as established for the Thorndike-McCall reading test.

9 students or 9.6% of the total number examined (94) fell below the fifth grade reading norm.

47 students or 50% made scores equal to the range of the norms from the fifth to the eighth grade.

38 students or 40.4% made reading scores equal to the norms for the eighth grade or better, six students reaching or exceeding the mean norms as obtained for school teachers who took the test.

These figures resulted from a study of Summer School tests made in the Psychology department: The instructor writes:

"The Thorndike-McCall Reading Scale was given at the beginning of the 1927 summer session and again in duplicate form at the end of about six weeks of work. The progress made shows a median gain of more than twelve months in terms of months of reading age. That is, when the degrees of progress for the eighty-five students taking the two tests are arranged in order from low to high, the mid point of progress is more than twelve months.

"Further study of results is necessary before publishing definite figures, but the indications, from the material in hand, are that the ability to read was noticeably increased during the period of the School. The initial performance of the greater number of students exceeded the minimum standard set by the School as necessary preparation. (See table above.) Thus the progress becomes a significant advance in the comprehension of difficult reading matter."

This difficulty in understanding the printed word handicaps the majority of students, the foreign-born worker who is struggling with English, and the American-born girl with inadequate school preparation. Combined with the lack of suitable text-books this problem has led the faculty to put less and less emphasis on reading during the School, and more on the preparation of papers, or on discussion. It is, of course, necessary to give the students facility in reading, but this cannot always be done in two months. To create a desire to read, and to make them familiar through short assignments with books and their possibilities is all that can be expected. Not all students see the need of this practice. One student when urged to read remarked to her instructor, "Why should I read those books? I understand everything you say in class, and if I don't, I see you on the campus and I come and ask."

During the first years of the School, the faculty gave out long reading lists, encouraging the students to read as many books as possible during the summer. This method was found impractical, for the students, discouraged with the task before them, attempted very little. The concentration of reading assignments in a few books instead of in a long reading list has proved desirable. By an analysis of the amount of reading actually done in each course, the faculty came to the conclusion that for the average student about 25 pages a week of any subject as difficult as economics was all that could be assigned. With many students requiring individual help, three or four pages a week, done with the help of a tutor, is the usual assignment. In 1928 a committee of the faculty began a bibliography for the economics department, and is collecting current material on industrial questions throughout the year. Many instructors feel the need of more visual aids to teaching, more pictures, charts, lantern slides or historical maps.

This experience of the School in regard to reading is in line with that of the European Folk High Schools, where the "living word" in the discussion group is considered more important than instruction through books. In the Summer School these two methods are often combined by reading aloud, and discussing the assignment together in tutoring classes. Especially in the literature courses, the students and instructors both seem to enjoy this, and one often sees little groups under a tree or in the sitting room of an evening, deep in poetry or plays. "More poetry" is a constant cry during the summer, and instructors and tutors do their best to satisfy this desire. Bibliographies are always given out in every subject so that the students in going home may have a guide to

future reading. It is interesting to note that the Summer School students do not know how to skim, not approving of what seems to them a superficial method. Every word must be clear to them before they can proceed, and any attempt to make the process more rapid with less complete understanding is discouraged. This thoroughness is typical of the Summer School student in all that she attempts.

The Syllabus

Because the industrial worker is not accustomed to note-taking, some method had to be devised to enable the Summer School student to listen to the classroom discussion and at the same time to get in her mind the trend of the whole course. The syllabus, or outline of each course, used in many other places for adult students, seemed the solution. This material is prepared by each Summer School instructor and in mimeographed form is given day by day to each student.

These outlines have varied in form and substance during the eight years of the School. The form of syllabus which combines an outline of the course with brief explanation is considered by the faculty preferable to the bare skeleton outline on the one hand, or to the very full detailed explanation which is almost a book in itself. To present organized statements of facts related topically with explanations or illustrations; to include a series of questions to be used in discussions or reviews; to give the reading assignments in connection with each topic, if necessary including as part of the syllabus short extracts from books difficult to procure—these have been stated as the general aims of the syllabus. Its use should be always flexible, and it should never be used as a substi-

tute for full discussion and explanation. Early in the term, one syllabus should give the complete outline of the whole course, so that the students may see how the topics discussed each day are related. One economics class experimented with a plan of having the students write their own syllabus, summarizing in a tutoring class the results of each day's discussion, these summaries later being mimeographed for everyone.

To the students these outlines are precious. They represent to many girls after the School all that is left in concrete form of their term at Bryn Mawr. They are carefully preserved, and often when a teacher for an evening class cannot be found, the syllabi from the Summer School form the basis for a class led by the student herself.

The Schedule

Every teacher knows that the aim of the schedule in a school should be to make the best use of the time of the instructors and students, to allow some margin of freedom for study and recreation, and so to arrange the classroom work that there is a minimum of strain and a maximum of accomplishment. In the Summer School, with its complicated program of classes, tutoring periods and individual conferences, there is much room for further experiment with a practical schedule. In the past, the sense of pressure has been very great, both on students and faculty. Does this sense of pressure result from the difficulties of forming habits of study; from an unwise arrangement of the schedule; from an over-developed program of recreational activities, or from a scattering of energy over a diversity of subjects, with resulting superficiality and lack of concentration? One remembers with conster-

nation the note in the faculty report one year that "with the present arrangements of tutorial assistance, each girl has a definite schedule of twenty to thirty hours each week of formal engagements." This it was agreed was too much. With the necessities of classroom work, tutoring periods and individual interviews, to say nothing of corrective gymnastics, hygiene classes, swimming and tennis lessons, and outside speakers, it is remarkable that the individual student finds any time at all for consecutive study or even for those routine matters to which she must attend, her weekly hours in the laundry to wash her clothes, trips to the store, or time given to mending or to cleaning her room. In spite of these numerous activities, an attendance report of 1923 is typical of every other year; showing that although no emphasis was laid on regular attendance, not a student missed a class all summer except for illness.

An attempt has been made to schedule tutoring classes immediately after the classroom period, but this is not always possible. The most concentrated work is scheduled in the mornings, but there are always sections that must meet in the afternoon, and these sections find their difficulties increased when work must be carried on after a hot luncheon, and on a hot day. In 1927 the faculty proposed a change in the schedule, putting all the afternoon classes in the evening, and thus leaving the afternoon free for study. The advantage of this change was felt immediately by a majority of the students. The cool evening period, after a long afternoon of study and recreation, brought a new stimulus and proved more nearly ideal for classroom work. While School opinion is not unanimous as to the desirability of this change, it seemed to improve the standard of work. The schedule as now

planned means a program of classes from 8:30 till 12:30, a brief assembly period before dinner; no scheduled appointments from 2 to 4:30; tea; a recreation period before supper; and two hours of classes from 7 to 9 in the evening.

For four years past, the School has asked the students during two weeks in the middle of the term, after they had become accustomed to their work, to fill out time sheets, accounting hour by hour for their time. The purpose of these time schedules has been to collect information which will improve schedule-making the next summer, and also to discover any individual difficulties which the students might be helped to overcome in making the best use of their time. In 1927 a special effort was made to have these schedules kept so that the result would indicate whether enough consecutive time was given to study or whether the interruptions were too frequent for systematic work. The figures, while not entirely accurate, showed the need of revising the whole schedule to relieve the pressure, to save so many interruptions during study time and make it possible for each student to plan a day's program more intelligently.

The problem of the schedule was simplified in 1928 by the new plan of teaching, when three instructors together planned the program for each small unit of twenty students, and this program was not involved with the schedule of the other units. Two hour periods for classes were also tried, to the satisfaction of students and teachers. At best, however, the School schedule is not a simple matter, and can only be improved by constant adjustment from year to year to meet obvious needs.

CHAPTER V

THE WARP AND WOOF OF LEARNING; REACTION OF WOMEN WORKERS AS STUDENTS

The Warp and Woof of Learning

The difficulties in going back to study after years in factory work are enormous. Gradual as the introduction is and patient as the faculty may be, to the students themselves the task before them seems almost an impossible one. "Our brains are rusted," they say. "We can never make the wheels run again." The very schedule of classes with frequent changes of room and occupation is bewildering to girls who have sat for long hours in the same room, in the same chair, doing the same monotonous process. "If we could only stay in one place and study one thing all day," they said, "we might get somewhere." The process of getting adjusted is a difficult one. One student writes:

"The entire schedule of living must be changed. Oh, the distress of the first few days to a worried student as she tramps back and forth, here and there, never quite sure where she is going. The registration for classes, preparing for a much dreaded psychological test, being interviewed,—all tend to keep her mind in a continuous whirl of doubts and fears. Assignments are given out and she begins to read and study. Years have elapsed since she last attended school; so she finds her mind unwilling to respond. Instead, it drifts into fancies

and reveries. Added to all this is the mass of strange faces all about her, faces, like her own, worried and troubled, yet, she knows, holding so many interesting stories behind them."

To quote again from a student's letter:

"How can I trace intelligibly these scattered bewildered first impressions? It was so new, so strange, this going to school again. Though I kept repeating stoutly to myself that one can only do one's best, I must confess that I was frightened; frightened because I was certain that every one else would be so much better informed than I. And I was glad to find those first days that others were frightened too behind their smiles. How were we to realize that here, at last, our only requirement was our own eagerness to learn? I remember trembling as I entered the first class session. I remember my astonishment and relief at finding the atmosphere of informality. We were discussing a topic, not being lectured at. How wonderfully strange!"

In the case of every student the informality of the classrooms, and the ready understanding on the part of the faculty help to dispel this first vague terror of the unknown. Everything is done to create an atmosphere in which the students will be free to study with the least possible feeling of constraint. Desks are unscrewed and taken out of every classroom, to be replaced by long trestle tables around which a group of about twenty students can sit together with the instructor for informal discussion. Classes are often out of doors, each appropriating a tree, a corner of the cloister, or a shady stretch of lawn as well as a place indoors. Small sections of six or seven students become very well acquainted with each other and with their teacher, and discussion is carried on under the most favorable conditions. Not only in

scheduled classroom hours but also informally in daily campus life faculty and students mingle freely; at meals, in discussions on the lawn, and at baseball games or gay evening parties which form part of the recreation program. It is no wonder that to the questions each student must ask herself, as one girl did, "Who are these people who even think it is necessary that working people need an education? What will they teach and where will they begin teaching us?" the answer should come within the first few days, "After meeting my teachers at Bryn Mawr I shall never again feel that I am a stranger *any place.* And to sit down to breakfast in the Summer School made me know that I am next door neighbor to all the world."

So socially minded are these industrial workers that in the midst of the despair of those first two weeks many students come and offer to give up their places in the School to "girls who can do it better," thinking it not fair to remain a day longer if the School is to be disappointed in the results of their efforts. These students are always assured that no other industrial workers can "do it better," and encouraged to believe that a way out of the morass of discouragement is in sight. Their delight in their work during the last half of the school term, and their increased confidence in their own intellectual powers are always in sharp contrast to the black despair of those first two weeks.

It would be hard to select any single course which has been of more significance to the students as a whole than any other. So far as they are concerned, every course in the Summer School has proved successful. They would never be willing to omit one subject from the curriculum, or say that any class had been without value for them. The processes of deciding on curriculum, planning co-

ordination of courses, and experimenting with teaching methods are discussed elsewhere in this report. In this section the students will again speak for themselves, and comment on the courses in their own words.

Reaction of Women Workers as Students

Economics

It is difficult to say how many students each year would have chosen economics if it were not a required course. Probably most of the active trade unionists would choose it, unless they had had some similar course at home. Sometimes those who have had similar courses, poorly taught, are discouraged from trying economics again, and come with requests to be allowed to substitute other courses in the School. On the whole, the non-union workers take the course because it is required, in utter ignorance of its content, or its relation to their own lives. It is only at the end of the term that they report enthusiastically on its value for them, and say that they are glad it is a required subject.

The following extract is typical of the feeling of many students who have had this introduction to economics:

"My job had always been an isolated thing concerning myself alone. I saw no connection between my job and any one else's. I saw no relation to the industrial system in my little job. In fact I never even thought about it. What an unfolding of surprising facts took place in these first economics lessons! And gradually there seemed to dawn an understanding of the relation of myself and my job to society as a whole. How necessary it is to understand this! It is the very fabric of our lives and yet without Bryn Mawr I should have probably gone on stumbling against my own problems in industry, bewildered, unable to fathom out what the whole business was about.

After each lesson and often after even a single instance of a new fact revealed, something in me wanted to cry aloud, 'For this, for this alone it has been worth losing eight weeks of pay and chancing the loss of my job!' "

To most of the students the study of economics seems valuable beyond words; but for each girl it has a peculiar significance, according to her background and previous experience. To the well-read, active union member from a large city, economics fits in with other related courses she has taken previously, and does not present such new and startling material. It enables her to analyze facts, to overcome her prejudices, and to see economic problems as a whole. To the worker who has had fewer educational opportunities and has therefore read less and thought more superficially about her industrial situation, the study of economics opens an entirely new field for speculation, so new that at first it frightens her, but so closely tied up with her own daily life that she gradually finds comfort in the thought that she is learning something which can be immediately applied to her own situation.

"I thought economics was something up in the clouds," said one worker. "But now I see I've been living economics every day and didn't know it." Another student remarked, "I asked my mother what economics was and she said it meant making one loaf of bread go around among eight people at the table. Now I see what she meant, only it's a good deal more than that."

The following letters give different reactions.

A non-union textile worker from Pennsylvania writes:

"For the first time I learned to understand industrial problems. I had worked since I was a child but always in ignorance. I never knew the state laws affecting women. My interest in

them was aroused through the study of economics. It taught me to *think* for myself, to use my own mind. This perhaps has meant more than anything for I have been called upon many times since to use my own mind."

Again a union worker speaks, from her laundry in the far West:

"I never before had any patience with girls who did not belong to trade unions. In my economics classes I found they had as many reasons against as I had for belonging to a trade union. This gave me something to think about, whether we were using the right spirit and methods for organizing the unorganized."

The wife of a coal miner from the mountains of Pennsylvania had studied economics before with her union husband, but in the School developed new interest in this whole field. She writes:

"After last summer's course I am reading anything and everything I can possibly get on the subject of economics and regard things as I believe an economist would."

A waitress, unorganized, gives another side of the picture:

"Were I able I should see that every factory worker should be given one summer at Bryn Mawr, to live, and study the many phases of industry and the problems that confront every one of us. Bryn Mawr is doing for the factory worker what God did for the blind. It is opening the eyes of hundreds of workers to their position in this human machine, that works for each and every one of us and which can only be run by coöperation."

Another non-union girl, from the Middle West, writes:

"I believe my vital interest in industry and its problems has grown out of the fact that I came home from Bryn Mawr feeling a definite responsibility because I was an industrial worker. Economics,—I don't believe there is another subject that leads into so many avenues. 'Workers in industry' is no longer a mere phrase when we realize that it is a huge mechanism of living souls. Therefore, I must know more about our present economic system which is so involved. Because these things were presented to me in vivid pictures my interest cannot stop. I must read, I must understand, I must look forward."

That this interest is effective after the School is proved by the material on workers' classes in Miss Hill's report on the former students, showing the increase in economics classes attended by these workers after a term at Bryn Mawr.[1]

Science

The science course, giving an introduction to the story of the earth and of life, has always been a source of interest, not only to the students enrolled, but to the entire School. The laboratory with its moths and cocoons, its bowls of fish and tanks of turtles and frogs, its gay posters and pictures of birds and butterflies has been one of the active centers of School life. To this room all visitors are brought to enjoy with the students the daily changes in the life histories of these occupants, to look through a microscope at some vivid flake of crystal, or scale of butterfly wing. Even the college workmen and the maids

[1] See "The Effect of the Bryn Mawr Summer School as Measured in the Activities of its Students" by Helen D. Hill, published by the American Association for Adult Education, 41 East 42 St., New York City.

bring specimens from every corner of the campus, and have special hours assigned to gaze through the telescope in the evening and to hear the stories of the stars.

The facts of the out-of-doors are unknown to most of the Summer School students, and to become acquainted with the world they live in is an exciting process, furnishing new and startling facts. For a girl who has never seen a squirrel her first sight of one on the campus marks a red letter day. "Picking bugs" is always an exciting occupation. As an instructor said when one student brought in a dead hornet, "She looked as if she had discovered an archangel." Every tree is inspected by the eager nature study groups, and every song of thrush or robin calls for fresh comment. According to the instructors, the Summer School is the only institution they know where a serious faculty meeting is stopped by a wild scramble for a June bug, a specimen anxiously awaited by the science department. A cocoon or a chrysalis in process of development is watched intently, even during assembly periods, and the first student to observe the emerging moth or butterfly soon gathers a crowd with her news. One student, on her way home after the School closed, returned from several stations up the line when she met a girl who told her her moth was coming out of its cocoon. Wild flowers, weeds and leaf specimens form a changing exhibit in the hallway, and who can measure the new knowledge gained each day by the eager spectators? Each girl adds something from her explorations. It is a moving sight to see a city-born girl long handicapped by factory and home conditions come into the laboratory with a joyous look in her eyes, and in her arms a great bunch of what she calls her "don't forget-me-nots."

That this new knowledge is not acquired without a series of mental adjustments on the part of many students is proved every year. The subject of the evolution of life brings many real shocks to girls who have never thought beyond the traditional story of creation. The story of the rocks, pictures of primitive man, and the development of animal life all present many new and unforeseen pitfalls to uninformed minds. "How did they take pictures of those prehistoric men?" asked one girl. "Evolution is one of my pet peeves," said another. "It sounds so good that I have to believe it but it goes against everything I have ever been taught." On the other hand, the idea of gradual development in time is immediately applied by many girls to their own economic problems. At every point during a lantern slide lecture on primitive man, there was a chorus of voices, "How long ago was that?" The instructor explained that she had been speaking of events hundreds of thousands of years ago. "It just shows you can afford to wait," was the comment of one student who had been expecting the millennium tomorrow. "What's the labor movement to a hundred thousand years?"

Bits of discussion from the science class float around the campus, many of them appearing from time to time collected by the editor of the humorous column in the School magazine. "A planet is a dark consolation." "The universe is made up of planets and comments." "Since I looked through the telescope I am just disillusioned about the moon. Science has spoiled the moon for me." "The thrush has a gradually condescending note, which is extinguished in the woods." "What first set the stars in motion?" "If the earth is gradually freezing what will become of hell fire?" "As luck will have it, the stars in

A Science Class

Bryn Mawr are entirely different from the ones at home." "Well, I tell you, I'm no mammal!" "I liked everything in the museum but my own skeleton and that nearly killed me." One Italian girl wrote daily accounts of her science lessons to her father and reported joyfully that he had written her five pages of questions all about the sun, moon and stars. This comment came from one foreign-born girl, seriously handicapped in English, "Science is like music. It is international. I may not be able to do English but you don't have to know English to understand science."

An article in the Summer School magazine expresses the convictions of one student:

"It may seem strange that such a broad course as the word science implies should be given in a period of two months at the Bryn Mawr Summer School. It may seem strange that such a course should be given at all in a school for workers. To the student in the course, however, the study of science means a complete change of opinion and attitude. Our earth is vast and immense. We thought; what are all those tiny specks, the stars above, in comparison with our earth? What a surprise to know that our earth is but one of the planets and one of the smaller ones at that. What a surprise to learn that from one of those stars our great big earth will not be seen at all, and that our sun is but a small star, one among millions separated by tremendous distances. How changed is our view when we learn what millions of years it took until life became possible on this planet of ours."

Another student writes:

"Another example of a change in my attitude was the question of evolution which came up in science. In my state very few people believe in evolution and very few colleges teach it. I had always been taught that God created all the kinds of

plants and animals by special creation. In science I gathered evidence in support of the view that every species living today has evolved from other earlier species. To me a God who can create a universe and from one cell cause all life, both plant and animal, to develop, is much greater than a God who creates each kind separately by special creation from dust. This was quite a step from denying evolution entirely."

The significance of the subject to the workers and to the School has been well summarized by two students. The first writes:

"Science has interested many of us more than any other subject we have studied this summer at school. When being introduced to the universe it gave us the feeling that we had been living in a world enclosed by high walls, and had suddenly been lifted to the top and allowed to see the outside world as it really was.

"The study of science helps us to understand our other studies better, because it teaches us to see things as they really are, not as they appear to be. It helps us to think more clearly and to know the value of being able to prove a statement. It also helps us to understand literature, to appreciate more fully what the poets and philosophers of ages past have tried to convey.

"Industry itself is a product of scientific discovery and is built and run by expert scientists. The very power which turns the wheels of the factories and mills by which we make our living has been brought about by the discovery and work of scientists."

From another article the following extract is taken:

"Suppose we begin to apply the method and findings of science for the benefit of the industrial and political life of our time. Why are people who advocate something new persecuted and imprisoned today? Perhaps in another century their idea

will prove as true as Galileo's. Why have scientific inventions been used for the destruction of mankind? Why has science been used for the pleasure of the few? How many workers own telescopes or microscopes? How many workers even have time for museums? Why not use science for all? What a great aid the knowledge of science would be if used for the good of all humanity, and what a different civilization we might have."

History

In the history course, that subject of much debate among the faculty, the students find themselves in another new and unfamiliar world. This world of the past they find is closely linked with the present, and they themselves are eager to discover and establish these connections. A description of the feudal system brings from one girl a comparison with life in her own village in Lithuania, where the lord of the manor still collects duties from the peasants and acts as magistrate in all their disputes. Another immediately makes a connection in her own mind between the dampness of the English climate, mentioned in the classroom as favorable for sheep growing and the woolen industry, with the recollection that in her own factory the atmosphere must be kept moist if the best woolen cloth is to be made. A diagram showing civilization in the form of a pyramid, with different levels, brings forth the puzzled question, "But why did the Egyptians live in the basement?" One instructor in planning his course made an attempt to divide his sections, and to give American history for the foreign-born girls, who needed this background, and something of European history to the American girls who were entirely uninformed on this subject. To his surprise, the American girls expressed a preference for the

history of their own country, and the foreign-born group were most interested in the history of Europe. But however these courses are given, the students find them absorbingly interesting.

During some years, the teaching in history as described in another section has been related to the history of art. Museum trips and lantern slide lectures on the development of painting brought forth many interested comments. "Why did those old painters always choose religious subjects?" asked one student. "Why didn't they paint something they knew about from their own lives?" A little room fitted up as a studio one summer attracted a small group of girls who experimented with charcoal drawing and clay modeling, under the direction of one of the tutors. This simple beginning may, if properly stimulated, bring about unexpected results in one form or another of creative art.

Again the students themselves comment on this course:

"Did you ever question why schools include history courses in their curriculum? Why can't we go on living and doing the things we do without studying history? The answer is obviously because what we do, think or say depends largely on our customs which were handed down to us by our ancestors, and on our habits which are also formed through heredity and environment.

"So far, we have seen how man has evolved through the various stages, accepting or rejecting hypotheses concerning his universe. We have also realized how we have developed a civilization such as we have today, whereas the civilization of the primitive man in Central Africa and Australia, though based on a highly developed culture, differs from ours. Taking into consideration the climatic and geographical differences, we cannot then wholly take all the credit for our development. One may readily see how this history course differs from the

familiar history course recording dates of wars and births and deaths of rulers. In its scope it embraces a much larger field than merely our own world. Its purpose is to give us a broad, scientific approach to the problems confronting us in our daily lives; it teaches us to treat a problem from all sides."

Oral and Written English

English, oral and written, is another vital department in the life of the School. No student ever gets enough, and the reiterated demand for "more English" has become familiar in every faculty meeting or curriculum committee. Typical of the feeling on the part of the students was the passing comment of one girl overheard in a lonely corridor. "I *want* English," she muttered to herself as she hurried along, "I *need* English, I *must have* English." One girl writes, describing her difficulties: "It seems as if in making an outline the tutors have screwed down all the topic and summarizing sentences and have locked the screw-driver away out of reach."

Each year more hours have been assigned to the English department, and an attempt made to add more instructors and tutors in order to provide for the varying needs of the students. This handicap in language is felt not only by the foreign-born girls, who have been struggling in night schools and evening classes, but also by many American-born workers whose previous schooling has been so inadequate that they are limited in any form of expression. But to learn the English language is of course a matter of years, and at best two months in Bryn Mawr can only give to each student the tools for further study. In spite of the shortness of the term, it is surprising to see what can be done by the English department in giving the students greater facility in reading,

writing and speaking. Logical thought and clearness of expression are always emphasized over and above technical details of grammar and spelling. "What is it, and what of it?" are by-words in the English department, and to these two fundamental questions one student added another which shows the trend of classroom discussion, "What ought it to be?"

It is always illuminating to realize the utter confusion of mind of any Summer School English class at the beginning of each term, and correspondingly heartening to observe at the end that facts have emerged, and have been sorted out into something like systematic thinking; that greater freedom of expression has brought increased confidence to many students, and for the first time made them aware of their own powers; that in a word the English language has ceased to be a bugbear, and has become to many a useful tool in the solution of everyday problems. One student writes:

"English composition helps us to think clearly. When we write a theme, we are taught to present reasons against as well as for a proposition. In this we train our minds to think on both sides of a question and get the other person's point of view.

"Words are often misused because we do not know the real meaning of them. In writing in order to use the right words, we must first know what they mean. Take the word 'gorgeous,' for instance: It means bright colored, or many colored, yet we look at a black dress and say, 'Isn't it gorgeous?'

"It has been argued that English composition would be of no use to the worker after leaving the School. We came here to study industrial problems and not to become writers. It is true we are here to study industrial problems but we as workers have had industrial experiences which are an important con-

tribution to the studying and the solution of industrial problems. If, however, we do not know how to express ourselves and make known to others our experiences, they will be of no use."

The public speaking class is at first terrifying to many girls. It is surprising how knees can shake at thought of a two-minute speech on a familiar subject in the friendly atmosphere of the classroom. In spite of previous help from patient tutors, and constant reassurances on the part of instructors and fellow students, the ordeal of that first speech casts a gloom over the best part of the week for many students. The girl who courageously marches up to face the class and without a complete breakdown struggles through those halting sentences deserves every bit of the hearty commendation given her by instructor and classmates. "Did she make a point? If so, what was it?" These seem simple questions when asked in regard to such brief speeches, but the storm of discussion that follows brings out total disagreement among the listeners. Kindly criticism, analysis of strong and weak points in logic, structure, and expression do much in the course of two months, and this actual classroom practice is supplemented by practice in forums, at assembly meetings, and in the constant campus discussion. Irritation may be an aid to free expression, and when a girl finds herself in a minority, with her ideas of long-standing trampled on, and her prejudices held up to ridicule, it would be surprising if the most inarticulate student could keep quiet. After the first few weeks, anger gives way to good-humored argument, and the girl who at first has been afraid to lift her voice in a crowd comes to the conclusion that her opinion is as good as any one's and that to express it is only fair to herself and to the groups she repre-

sents in her own community. On the other hand, the articulate girl who is sure of herself, and too sure of her own opinions, begins to realize that perhaps she has not secured all the facts to back these opinions; that other girls who disagree with her so violently may have other information; that a glib tongue is not the only thing needed to confound one's adversary in an argument. So each group profits by contact with the other, and that first terrified classroom session becomes a forum of interested and fairly able speakers, eager to measure up to the standards set by the class itself.

One instructor hit upon a clever device for promoting understanding by means of her public speaking classes. She explained to the whole class the functions of a chairman, that in introducing speakers and presiding she was supposed to create a favorable atmosphere for the speaker. She then appointed as chairman for one session of the class a girl from a southern Y.W.C.A. and as speaker a Russian trade unionist. The chairman came in advance to the instructor with an inquiry as to what she could say in her introduction about the unions and their achievements. On the next day the chairman and the speaker reversed their functions. Again the chairman sought light on how she might create the atmosphere which would enable the speaker from the industrial club to appear at her best, for, she said, "I don't know one good thing about the Y.W.C.A." By such mutual processes of learning understanding is fostered.

Words and their definitions are given a good deal of attention in many English classrooms. These definitions are laboriously looked up in dictionaries and textbooks and discussed with violent disagreement around the lunch table or in campus groups. "Conservative: a person of

few ideas carefully expressed," writes one girl, and another, evidently of the opposite opinion, defines a radical as "one going to extremes, continuing constantly, annoying others." To build up a wide vocabulary in two months is difficult, but the desire to do this is often created in the English classes. And the importance of words, their beauty and their wealth of connotation is for the first time brought into the consciousness of the Summer School student.

One of them writes:

"We open the dictionary anywhere and they pass before us: words that are meek, words that are haughty, pirate words, drab stay-at-home words, and merry words, the sad, drooping words, words that are carefree, words that are drudges; some with the color of many seas, others suggesting glamour of a faraway land; the noble words, the subtle words, others frank and bland, the creeping loathsome words, and the words of stately beauty.

"Words are the most expressive of the known forms of expression. No one musical note struck can arouse the emotions as one word can; no one color can paint the pictures one word can; no gesture, though eloquent, can say what one word can.

"It is an art to combine these potent things into musical sentences, to weave these sentences into harmonious paragraphs, and to bring them into the form of immortal books.

"There are no weapons like words. Many causes have been won through words; the lives of many millions are changed through words. Words have incited man to fight for freedom. Time will come when battles will be won by words."

Literature

What does the student in the Summer School gain from a two months' course in literature? And what sort of a

literature course should it be to help her gain the most?

Again we shall let the students speak for themselves. The following extracts from students' articles express what many of the workers feel about the value of these courses:

"Literature makes the personalities in history seem real to us instead of mere names in a book. It is through the literature of Ancient Greece that that age becomes clear anu understandable to us. Often we speak of the Middle Ages or the Renaissance, but it is in studying literature that we come to see how these ages fit harmoniously together in one continuous chain. Literature gives us a sense of the unity of time.

"Literature can supplement the study of economics. Through the great dramas and novels the economic conditions and economic problems of peoples of every nation are brought before us in a most vivid and impressive way. For example, in economics, we study about conditions of labor and the power of capital. In 'Strife,' a play by Galsworthy, we see just how the struggle between capital and labor actually affects lives of people.

"All this we get in studying literature, but its greatest gift to the earnest student is a deeper insight into human nature. Our own experiences are not broad enough to give us this very necessary knowledge."

From the joy and illumination the industrial worker finds in literature, one may foreshadow what her creative expression might be, once released from the monotony and fatigue of the long day in the factory:

"Literature can show us the glory of the commonplace. The great poets can reveal new beauty in things that seem prosaic to most of us. A poet like Carl Sandburg can lift us from the sordidness and ugliness of a city and make us see that same city from a new point of view; can make us see that city in its

place in the huge pattern of modern life. In seeing the part that the city plays in the whole moving scheme of life we recognize a certain beauty in it all—the beauty of truth. We get a sense of the relationship of things. The girl in industry can learn to see this kind of beauty in the drabness of her surroundings, in the great machines which she helps to feed and keep ever going at top speed. Then when she has learned to express herself in writing she can make clear to others her industrial experiences in their relation to the world of industry and to life itself."

"In literature our aim is to make the acquaintance of the literary men and their works throughout the thinking ages. But as we travel this long course, we gravely consider the statesmen who aided in establishing a society in which such thoughts could take form. We stop for a short time with the sculptors, painters and architects who were influenced by that particular period, and we bow in passing to the men of science."

"The girl who works eight or nine hours a day is tired and she should not have to spend her few leisure hours wading through worthless books. She needs guidance in her reading; she may often pass by good books without realizing their value. I can give my own case as a good example. I always liked to read, and read for the most part good books, but there were shelves in the libraries which I would never even glance at, for I knew they held Greek plays. I wasn't interested in anything written centuries ago. I could not understand why the old things were kept there. One day I had an opportunity to witness a Greek play. The actors might just as well have used Greek words because I hadn't the slightest notion of what they were talking about. I couldn't even sit through the performance. Later I came to the Bryn Mawr Summer School. In our literature class we studied about Ancient Greece and its literature. Now with my new understanding I can thoroughly enjoy the Greek dramas. Last spring I went again to a Greek

play. I do not think I moved a muscle throughout the four acts. I sat spell-bound. When I think of all the pleasure and all the keen enjoyment that girls are missing, I wish that every worker could have the same chance to study literature that I did."

Psychology

At the end of one summer, when it was suggested by the faculty that perhaps for financial reasons psychology as an elective should be given up, the students who had taken the course rallied to its defense, and in a vivid way, described what they thought they had gained. One of these descriptions later appeared in the School magazine:

"The aim of the psychology course is to equip the worker-student with a knowledge of the behaviour of human beings so as to help her to make better adjustments in her life, not only personally but socially. The worker, as a human being, is naturally interested not only in her own behaviour, but in that of all those persons with whom she comes in contact. She has observed certain mental characteristics of her fellow-workers whose ways are not like her own and has wondered why they behaved so. These fellow-workers are very often foreigners whose racial characteristics have often antagonized her in spite of the fact that she had tried to understand them. This understanding she acquires through the study of psychology and as a result becomes more tolerant in her judgment of others and less prejudiced in her attitude toward people of other races and nationalities. Prejudices, she finds, are often based on superstition and not on fact.

"Then, too, it is said that the student's reflections on her mental characteristics will cause her to become so introspective as not to be of any value to human society. The student, in the eight weeks at the School, cannot assimilate enough psychology to bring about this effect on her disposition. More-

over, some self-analysis is good for her, inasmuch as she comes to realize that she has some faults of behavior which are an impediment to her social adaptations.

"She may also find that she possesses some good trait which has lain deep in the complexities of her nature, and which when discovered, will benefit all those with whom she comes in contact. Psychology does not aim to destroy, but to build.

"The course makes us realize that we do not progress if we think that the present order of society was handed down to us from heaven. We understand that it is man who arranged this system such as it is, and that if we do not like it, we can change it.

"Finally the course shows us that education is not a thing to be applied to one's personal benefit, but that it is connected with the entire understanding of our whole life. We see that the individual cannot live apart from the group and that we cannot be contented as individuals when thousands of human cries for a better life are being ignored, and when thousands of human lives are actually being destroyed for lack of bread. When we realize therefore that psychology can make us see these things clearly, we know that it is a vital subject for a worker."

Appreciation of Music

It will be remembered that in that first committee meeting of workers and college women in 1921, it was the workers who asked that some course be given in the appreciation of music. Music to most of the students outside the foreign-born group in the big cities has been a sealed book. Even girls who have had opportunities to attend concerts and operas cannot always enjoy music because of a lack of understanding. The course in the Summer School has since the first year given the students a new light on music, and a finer appreciation of its possibilities in their own lives. The first hour of the week,

Monday morning, has usually been set aside for the music course, and often the whole School, including the faculty and staff, has voluntarily gathered for this hour. Folk-songs of different nations are studied and music from the primitive form to the modern is illustrated and interpreted. Often the students are asked to describe what a certain selection means to them. To one who does not realize the sensitiveness of this industrial group, their quick appreciation of beauty and their ability to give fresh and frank expression to their feeling, the results of this attempt at analysis are always amazing.

The instructor played a certain piece of music. "It is someone at work," said one student, "I can hear her machine." "Yes, it is someone at work," said another, "but she is very happy at work. She is not in a factory." "She has a loom?" asked one of the weavers from a textile mill. "No, I know that is a spinning wheel," said another. "It sounds more like spinning." And so Wagner's Spinning Song became familiar, and took its place among those things of importance in daily life. Again, Debussy's "The Cathedral Under the Sea" was played. "It is people walking on a street," was one girl's comment. "Sea waves," said another, and a third added, "I hear church bells." So gradually the whole conception was built up and the story of the legend told.

The whole School listens with absorbed attention to the fortnightly concerts, an integral part of the music course. Families of Philadelphia students often come out from town for these, showing great appreciation of this opportunity. Very often in addition to the concerts violin or piano music is played after supper for half an hour, enjoyed both by the audience in the assembly room and those lingering under the chapel windows on the grass.

Folk-songs from the music course are heard on the campus, often forming an accompaniment to laundry work or sweeping, and driving from popular attention the latest jazz records or vaudeville songs. An analysis of the music heard at home by the students brought interesting results. Great variety of answer was shown on the simple questionnaire, indicating that this musical experience varied with national background, and with the section of the country from which the students came. Every kind of music was reported, from English ballads, handed down from one generation to another in the southern mountains, to the widest field of concerts and opera.

"Home talent evenings," features of some Saturday holidays during each summer, often bring out unsuspected talent. Italian girls delight in a balcony scene, with a troubadour in costume serenading his lady. Irish hornpipes, Jewish folk songs, German *lieder,* southern ballads, Russian and Polish songs and dances all have their place on these occasions, and reveal the traditions and art of many lands. It is not easy to extract this material from the group. Many of them have forgotten the ways of their home countries; many have never learned them, or are ashamed to perpetuate them in America. The American-born group have usually a scanty selection to offer, although sometimes a ballad of early days in the South or West comes to vary the program of negro spirituals which is our most typical American contribution. So for each group the history and background of every other becomes vivid, and again, through music, the process goes on of welding together the Summer School.

CHAPTER VI

EXTRA CURRICULUM ACTIVITIES

A Democracy at Work

True self-government has always been the aim of the School organization in summer as well as during the winter period. The accompanying chart (see Appendix L) gives the plan of School organization in summer, when students and faculty, with the executives of the School, form the governing body. To this body all new policies are referred by the School Council, an elected group of seven students, four members of the faculty and three executives. This Council elected by proportional representation acts as an executive committee for the School as a whole, meeting once a week to plan the School program, and to discuss recommendations coming from the sub-committees. Since the first year of the School when the experiment was tried of having student representatives sitting in faculty meetings, students and faculty have been organized separately, and meet on joint committees to discuss all matters of curriculum and teaching, and other School questions.

No formal diagram can give a conception of the life in this School organization, the responsibility felt by each member of the community, or the intense atmosphere of many of the School meetings. To take an intelligent part in the government of this community is no easy matter. It calls for a sense of proportion and a tolerant spirit,

quick wit in emergencies, balanced judgment, an understanding of human qualities and purposes. It is obvious that such characteristics are not present in a diverse group of 150 people all the time. Heated argument, wounded sensibilities, uproar, fatigue, ill-advised decisions, confusion of mind and confusion of issues have often accompanied the process of self-government in the Summer School. In many crises, the saving factor in the situation has been the reality of the control of the School by this whole School group. The students and faculty are always impressed with the fact that the School is actually in their hands, and that their vote on School issues will be a deciding one. This sense of true control brings with it invariably a desire to weigh the issue, to bring every fact to light, and with this desire, a feeling of deep responsibility. No fact affecting the School is hidden from the students. They are aware of the attitude of the public, of the college trustees, and of the neighbors in the community; they know the financial status of the School and from what sources the money comes; they realize the significance of any extreme action, and they realize also that they are free to take what may seem an extreme stand on any question if in their opinion the issue warrants such action. The only check on the vote of the School itself given to the Director by the Joint Administrative Committee is the power to suspend action in any crisis when in her judgment the matter should be referred to this administrative committee. It will be remembered, however, that an equal number of student representatives sit on this Joint Committee with the college representatives. In the eight years of the School, such suspension of School action has never been necessary. No meeting of the Joint Administrative Committee

has ever been called to act as a court of appeal from the students and faculty of the School. Many storms have shaken the very existence of the School, but in every case the final decision of students and faculty has strengthened the organization, and given a better understanding to all concerned of School purposes.

To illustrate this democracy at work:

One year early in the summer the Council was asked to consider sending a telegram of sympathy from the School to the telephone operators of Boston, who were then on strike. Three girls from the striking organization were members of the School, and naturally craved the sympathy of the School for their fellow-workers. These three girls at the same time asked permission to go home, to help in picketing. Inspired by their example some of the garment workers in the School whose organization in Philadelphia was also on strike inquired whether they could not take a large group from the School to help on the picket line in Philadelphia.

These questions were all discussed in the School Council and brought forth conflicting opinions. The issues were analyzed carefully, and it was finally decided that the whole question of strike participation during the term should be presented to the School for decision.

The meeting, like many of the Summer School sessions, was marked by controversy. Gradually the issues were defined and became clarified in the minds of all the students. It was plain that what an individual could do with freedom of choice and action was a different thing from action by the whole School, especially when the School was made up of individuals with conflicting opinions. A member of a labor organization had a responsible relation to that organization, and should recog-

nize this responsibility. The individual members of the telephone organization therefore were free to withdraw from the School, in order to help their own group. But a telegram of sympathy to the striking telephone operators from the whole School was another matter. At least half the School, the non-union students, were uninformed about the strike, and certainly felt no strong sympathy with the strikers. It was explained by some of the union members that there were legitimate and illegitimate strikes. Should the School spend time in investigating the character of each strike, in order to know whether sympathy with the strikers would be justified? If sympathy were extended to one organization of workers, why not to organizations on strike in other parts of the country, whose members were also in the School? The question of newspaper publicity was also discussed. Would headlines in the papers stating that the Bryn Mawr Summer School had endorsed this strike work harm to the School, either with the public or with certain labor organizations? Should any educational institution endorse or disapprove the action of another organization? On the other hand, should not a group of industrial workers indicate their concern in a situation seriously involving their fellow-workers?

As a result of this discussion and the majority vote, the telegram was not sent, and a policy was established whereby the School does not send out official endorsements. It was also made clear by vote of the School that while individual members could, as members of labor organizations, help in their activities whenever they wished, they should not urge other members of the School not belonging to such organizations to take part in these activities. Therefore the Philadelphia garment workers

were asked not to invite their fellow-students to go in with them to picket. Through all the discussion, the students showed a realization of the purposes of the School, of the conflicting opinions involved, and of the danger of interrupting a study program except for an issue of major importance. They also developed as a group a deeper interest in the problems of industry, and a more personal feeling of responsibility, expressing itself from time to time in voluntary student collections toward relief funds for striking miners, or other groups of workers in need of immediate help.

The conduct of the students in the School has never created a serious problem. To those unfamiliar with the characteristics of an industrial group, it seemed in the early days of the School that the question of conduct would be one of the chief problems of the summer, and that there might be questionable breaches of convention. It is safe to say that no more serious-minded students have ever occupied a college campus. Frivolity is far from their minds, and a high standard of behavior is only natural. They have come to Bryn Mawr to study, and are not interested in all the usual distractions of a college community. Their sense of the value of property is also unusually marked, and the college equipment has received the best of care. Hardly a book has been lost from the library, and during five years nothing was reported stolen. The students have a spontaneous appreciation of beautiful things and no inclination to destroy or mutilate them. These characteristics have been true each year of a large majority of students. The exceptions have been so few that the simple rules made by the students seem hardly necessary. Each year, however, the self-govern-

ment association is organized, and draws up regulations for community living.

At first, an attempt was made to adapt the rules of the undergraduates of Bryn Mawr College to the use of the Summer School. This was not a necessary or a successful adaptation. Such things as chaperone rules, with which the regulation books of almost every women's college are filled, are out of place in the life of an industrial worker, who meets her new men acquaintances informally, and goes out with them when she pleases. On the other hand some conventions of the undergraduates accepted in a suburban community such as Bryn Mawr were considered suitable for adoption by the Summer School. During the last four years, the students have been asked to think for themselves; to analyze the problems of community living and to draw up each year any regulations needed to make life comfortable and convenient. The fact that Bryn Mawr College is in a conservative community, where certain conventions have always been respected, is explained to the students, and they are asked to consider this in all standards of conduct. Wherever college rules apply, the students have never failed to take them into account. The simple regulations which usually result from that first student meeting vary from year to year, and are concerned chiefly with matters of health and safety; to safeguard some quiet time for study; and to set up an organization for the halls of residence.

Interesting situations develop each year putting to the test this self-governing organization. Such a situation developed one year when noisy groups of young men from the town annoyed the girls going in and out of the campus, at the station, or on the streets. The students, highly indignant, solved the problem by drawing up a new series

of rules for themselves, regulating their social engagements with men; and also by arranging a meeting with representatives of the men's organizations in the town. At this meeting the serious purpose of the School was explained by the students and the men themselves volunteered to patrol the streets and stop these annoyances. Within twenty-four hours peace and order were restored. The new regulations within the School itself became more effective than the old ones, recognizing the fact that in a group of 100 students some would undoubtedly wish to meet men during the summer. It soon became apparent that there were three girls only in the School who wished to use the new freedom of action given by the rules. These three students appeared one evening with three of the men from town, introduced them to the Director of the School according to the new rules, went off for an evening at the movies, and were escorted home to the door of the dormitory by closing time. The new atmosphere of freedom in normal companionship was a relief to these girls and to the whole School. From that time on through the summer, these three young men for all practical purposes joined the Summer School, attended every entertainment, were found in discussion groups on the lawn, and took part in the campus life whenever their three student friends were free to entertain them. The problem so seriously discussed that year has never arisen since, the solution proving a permanent one.

In a similar way, students function actively in all branches of the School administration. With the faculty, they form joint committees to discuss courses; a program of outside speakers; matters pertaining to the health department, the administration of the halls, and a recreation program. At many of these joint committee meetings

unusual incidents occur as when the students make frank suggestions to the faculty in regard to their courses. This plan of joint discussion is used also by the House Committee, on which students, faculty and employees are represented. During the first summer, maid service was provided in the dormitories, in order to free the students' time for studying. Unaccustomed to such service, the students petitioned to be given the care of their own rooms, and since then have been responsible for cleaning them regularly. The Committee on Speakers and Program has a threefold task; to plan a program of outside speakers which will satisfy the two critical factions who invariably report "too many speakers," or "too few"; to arrange the programs for the informal Sunday evening meetings of poetry and music; and to plan a series of student speakers for occasional assembly meetings of the whole School. Very often this committee is divided in opinion, as each member is eager to have the School hear certain favorite speakers, and time for outside lectures is necessarily limited. The fairness of the committee in making a choice among all the speakers advocated by opposing factions in the School is indicated by comments on two of the students' suggestion sheets at the end of the term. "Not so many radical speakers," says one student; while another suggests, "More speakers with a radical point of view. Not so many conservatives." These conflicting bits of advice are quite characteristic of the Summer School.

Special mention in this section must be made of the Coöperative Store, started in the first year of the School for the double purpose of supplying the students with the articles they needed and teaching them the principles of consumers' coöperation. Each year before the store is

organized a history of the coöperative movement is given to the whole School, and the principles of co-operative buying are explained. Then shareholders are enrolled, each member investing two dollars for each share of stock. The shareholders meet, to elect a board of directors according to the principle of "one shareholder, one vote." The School in advance has appointed a paid manager, one of the former students of the School, and she purchases supplies before the School opens. By the time the shareholders are organized to take over the management, the store is open and trade going on briskly in stationery, books for the classes, crackers, jam and other articles. The store also does a good business in ice cream cones on hot nights, and takes orders for prints of innumerable snap-shots. Another feature of the store is a rummage sale of second-hand gymnasium blouses, knickerbockers, tennis shoes and bathing suits; these articles sent each year by the undergraduates of some of the eastern women's colleges. After every meal the little store is a busy place, thronged with students and faculty, each member of the elected Board of Managers having her day behind the counter. The manager of the store also acts as the students' banker, taking deposits of surplus funds and giving them out as requested. In many cases this banking business leads her to give advice on thrift, when in her opinion the occasion arises. A new member of the faculty, not yet accustomed to the students' frankness and friendly interest, was somewhat startled when the School banker remarked, "This is the third five dollars you've drawn lately, Miss B. Do you think you ought to spend your money quite so fast?"

That the Coöperative Store has been profitable as well as educational is proved each year when at a final meet-

ing of the shareholders a report is made of the proceeds, and a vote is taken on what shall be done with the original investment and the dividends. Any shareholder may get back her original investment of $2.00, and her share of the profits; this share computed according to the amount she has spent in purchases during the summer. Many shareholders prefer to contribute their shares and dividends to the sum total of store profits. Each year the vote of the shareholders has been in favor of contributing the dividends for some special School purpose. Usually about $250 is earned by the store, and this sum by vote of the shareholders in successive years has gone into the fund for new books; to buy an electric mimeograph machine, and an adding machine for the School office.

One more feature of the School life merits consideration: the School magazine. For some strange reason, the name of this magazine has been one of the burning questions of the School each year. No group of students is ever satisfied with the name chosen by their predecessors, with the result that the magazine has appeared each summer under rapidly changing titles: the "Daisy," "Shop and School," the "Bryn Mawr Light," and the "Bryn Mawr Echo." Whatever its title, the paper is usually published two or three times during the summer, and gathers together the best articles, stories or essays. Sometimes these are collected in the English classes, sometimes written especially for the paper by willing contributors. The Board of Editors, according to a School vote, is appointed by the English department from among the students and English faculty, always with a student as Editor-in-Chief. When mimeographed and assembled, the paper is sold for fifteen cents to all who will buy. The popularity of the magazine may be judged when one learns of the 74

contributions submitted for one issue last summer, from the group of 100 students. The grief of those authors whose contributions were necessarily rejected for lack of space swept through the School in a wave of emotion. A special number of the magazine brought together the first poems written in the Summer School, and called attention to other creative possibilities in this industrial group. Many of these poems have been contributed by their authors to the collection called "The Workers Look at the Stars." The magazine stimulates the work of the English department, and the articles published are often marked by a high literary standard.

The Joint Administrative Committee has had help in policy-making by referring each year to the recommendations of the students and faculty of the School. During the last week of each term, a digest of opinion is made by means of a questionnaire, or a suggestion box in which all members of the community are asked to make recommendations for the following year. At the final School meeting a report is made on these recommendations, and a vote taken on each main issue. This well-considered summary of experience is submitted to the Joint Administrative Committee for action, or passed on to the following Summer School. As a final step in conducting the affairs of their community, the students from every year have elected their representatives to form one-half of the Joint Administrative Committee.

Various School Events

Wednesday afternoons and Saturday afternoons are holidays in the Summer School, and at these times and on Sunday evenings many of the special events of the School are scheduled. Nature study trips into woods and

fields are part of the science course, serving both for study and recreation. An occasional picnic supper, with a bonfire, gives the whole School a taste of a new existence, and to many students suggests new ideas for out-of-door life in their own communities. A few excursions are arranged, such as the annual trip to Valley Forge, a trip through a coal mine, visits to museums of art and of natural history, and to Philadelphia factories, always of interest to girls from other parts of the country. Neighbors have been generous in offering their gardens for the entertainment of the School at tea, or on some holiday evening. In general, all but a few of these invitations have to be declined for lack of time.

Sunday evening meetings of an informal character are held every week, usually out-of-doors in some corner of the cloister, or on the lawn at sunset. At these meetings an attempt is made to change the day-by-day atmosphere of the School and for the moment to turn from economic and labor discussions to poetry, music or art. One of the instructors sometimes reads a series of poems, always listened to with eager attention by the students; or a group of tutors may give a scene from a play; or there is violin music. (In the early years of the School the "Log" was a feature of these meetings; the events of each day recorded seriously or humorously by several students, and read aloud to the School.) Week by week, these Sunday evening programs, grave or gay, come as quiet intervals of relaxation or stir the School to fresh discussions in new fields.

Forums growing out of the industrial aspects of the School are often arranged, with speakers representing every viewpoint on industrial questions. Trade unionists, employers, or representatives of company unions,

engineers, economists and heads of government departments often find themselves taking part in the same meeting and the resulting diversity of opinion is always reflected in the School itself.

A symposium on the "Use of Leisure" came at the end of one summer. The play "R. U. R." that winter had made a deep impression on many students who often discussed the question of the machine age and its effect. At this particular forum, instructors first outlined the problem of leisure as an outgrowth of each period of civilization, discussing the possibility of creative expression in a machine age. They talked of the shorter working day in its relation to leisure, scientific invention and discovery; the new literature and art of the people which would come not as a reflection of the art of others but as a true creative expression of the workers themselves. Then the meeting was thrown open to discussion, and to the surprise of many became a memorable event of the summer. The theoretical introduction to the subject was given an emotional coloring by the students' intensity of feeling. "We knew we had been missing something," said one girl, "but we had no idea what we were missing." Creative use of leisure time became a possibility in the minds of many students, a possibility made more glorious through the knowledge of their own undeveloped talents. Several girls got to their feet to speak, and were unable to do so, overcome with the thought of boundless horizons unexplored. For all who were present that night a new conception of society became vivid, a society which would set free the creative spirit, and bring it to fruition for the use of all.

Another forum centered around the subject, "Monotony in Industry." A faculty chairman, a brief introduc-

tion, and the meeting was open to discussion. Again, the atmosphere became intense, although throughout the discussion every viewpoint was presented, and the subject argued with some attempt at impartial understanding. But it is hard to be impersonal when one remembers the long strain of a monotonous job and expects to go back to it within a few weeks. With all these poignant recollections, however, the students disagreed in many respects as to whether certain jobs were monotonous, and what effect monotony had on the workers. To many, a certain amount of monotony was a relief and gave them confidence, seeming preferable to more varied processes. Monotony in piece work and in time work seemed to be different things, the general opinion being that one did not watch the clock so much on a piece work job. "Something interesting to think about," it was said, always relieved monotony, as did a feeling of responsibility created by a share in controlling shop conditions. Differences in skill and in temperament of course entered into the discussion, girls from different parts of the country and from different trades each having her own story to tell. One girl from a southern cigar factory gave an impassive account of how, after a long day of work, she had cut off another girl's hand with her machine. At once there was a storm of discussion and a stir of criticism because apparently the incident had meant so little to the speaker. She bore the cross-questioning bravely, still in the same impassive way. When it was over and she had left the platform she broke down. "That was the hardest thing I ever did, to tell that story," she said. "If I hadn't done it very quietly I couldn't have done it at all. But I thought those girls who don't think long hours and

monotony really matter ought to know what can happen."

In the same field of economic forums was the one on "Legislation and Organization" and the four week-end conferences held in the School in different years: a textile conference and exhibit; a conference on the "Bargaining Unit of Labor," and two held by the Philadelphia Labor College on "Unemployment" bringing about one hundred people to the campus for these week-ends. For the textile week-end preparation had been made even in the recruiting program, when an especially large number of textile workers, twenty-two in all, had been selected for the School, with the purpose of centering part of the economic instruction on problems of this industry. In coöperation with several employers and organizations in Philadelphia, an exhibit of textiles was arranged in the gymnasium, complete from silk worms to finished products. Each section of the economics department had prepared student speakers. The discussion was fruitful but the results, as usual, unexpected. Textile workers from New England and from the South began to compare notes on hours and wages. Although the discussion did not become a pitched battle between the North and the South, it was saved from this only by the good temper of the southern workers when attacked on the subject of their responsibility for bad conditions. The meeting gave northern and southern workers a new idea of the industry and possibly a new respect for each other.

The summer of 1927 was marked by a unique event—the visit of the Barnard Summer School. The thirty members of that new School for Women Workers arrived in a big bus and spent a delightful week-end on the Bryn Mawr campus, entertained by the Bryn Mawr students.

It was interesting to see the two Schools together and to hear them compare notes; interesting, too, to speculate on the future growth of the whole movement in the light of the experience of Barnard and Bryn Mawr.

In connection with the music course, a series of four concerts has been arranged, each summer. The first has been a program of folk music, followed by classical music and songs, a harp concert and finally a piano concert of modern music. The event of one summer, 1924, was what has been since known as "the stupendous performance." Certainly nothing like it had ever taken place in the history of the School or the College; a concert of folk music, given by a group of ninety people of many nationalities, members of singing societies discovered through the help of the Philadelphia churches and foreign language newspapers. The program was appreciated to the full not only by the School but by the groups of singers who for the first time saw each other in costume and heard the folk music of other nations. An informal supper out-of-doors for all the singers made a delightful ending to the concert, giving the foreign-born students a chance to wait on their guests and to talk with many of them in their own language. One of the students has described this event:

"How beautifully the colorful costumes of the Caledonia bagpipers combined with the green velvet of the lawn, when they marched back and forth before entering the gymnasium! What a terrible, but agreeable noise! What magic tricks the big drummer in his leopard-skin performed. The bagpipers seemed to tell chapters of history of their folk by the marching, and the drummer added the rest.

"What a contrast! Here came quiet Welsh singers. As they stood in a row, not making the slightest motion, their songs

sounded like a solemn religious ceremony rather than like songs. How unlike the pipers they were whose movements gave full expression to their music. The whole inner self of the Welsh singers appeared to be absorbed in the song.

"Then came the Swedish singer whose interpretation of her folk-songs was done in the calm, impassive sweet way which is characteristic of the North. As though in direct contrast, the Italian concertina player appeared, and gave full expression to the lovely, passionate, melodic music of Italy.

"Last the Russians, with a chorus bigger than any of the others, appeared singing their first simple peasant song. The singers, crowding the platform, in their picturesque national costumes reminded one of the vast Ukrainian fields in the twilight, when men and women in similar costumes are busy finishing their work before sunset.

"How vividly the various songs, melodies and interpretations brought to light the remarkable characteristics of different nations."

Learning to Play

Many of the students of the Summer School have had no experience with a recreation program. As they have said, "We have never had time to play." Many believe that it is a waste of time during the short two months to do anything except study. Their ignorance of recreation activities is often amusing. In one gymnasium class, when the instructor called out to the group, "Bend your knees," one student asked very seriously, "Which way?" Other girls who have had some experience at Y.W.C.A. camps and conferences are more ready to join in games or parties, even though limited opportunities have kept them in ignorance of the more creative forms of recreation. Through the systematic health program in the School, talks on hygiene, and corrective gymnastics, the

health value of normal recreation is emphasized. "I haven't laughed like that since I was a little girl," remarked one Russian garment worker after her first School party. Each recreation activity is planned with a view to its future usefulness in the life of an industrial worker. Opportunities for swimming and tennis are often available in home communities. If an elementary knowledge of athletics is given at the School, students are more ready to keep up a program of exercise at home. Folk dancing and simple games may be used in many community programs, and according to students' reports have sometimes transformed the spirit of some mill village. Rythmic dancing, in itself relaxing and leading to muscular coördination, may become the means of interpreting ideas into motion and bring about a more coördinated mental life. And music, first heard with understanding in the Summer School, has given to many students new interest in art of all forms, and set them free from the bonds of a restricted and monotonous existence.

The pool, especially during hot weather, is a great attraction. Two undergraduate assistants, with long poles for emergency rescues, give instruction to beginners. Sometimes as many as sixty of the one hundred students have learned to swim before the summer is over, taking great pride in the flannel initials sewed on their bathing suits, to show they are "authorized swimmers." "I should know how to swim," remarked one student from a small town in a Russian province, "for all my life I have lived beside a silver river." Others admit they have never stepped into a pool. "Only when I was baptized," added one southern girl. Extreme timidity in going into the water is soon followed by almost the opposite extreme of recklessness, so that constant supervision

is necessary. At the end of the summer a gay and noisy swimming meet makes the whole School realize its progress in aquatics, giving the more experienced swimmers a chance to exhibit ability in diving and life-saving. A dramatic incident in costume of a beach party and a rescue, or impersonations of various familiar School figures on the diving board often add hilarity to the evening.

Soon after the opening of the School the Trade Party is held, now a regular feature of those first weeks and planned to help the workers from all trades understand each other. The students, organized and unorganized, plan some sort of dramatization of each industry, select speakers, and assign parts. This preliminary division into trades often brings sharp clashes of opinion between union and non-union girls, but convinces both groups that the story of their trades must gather together the experience of all. Usually it is an organized worker who is selected to speak for the trade as these union members obviously have had more experience in speaking, and are better informed about their own industries.

One rehearsal is allowed to each group. Again opinions meet and clash. Usually from this conflict emerges a feeling of responsibility in interpreting for the rest of the School the actual conditions of each trade. Then there is a scurry for odds and ends of costumes. The gymnasium floor is sometimes decorated with a map of the United States or divided into little shops or booths with brown paper walls between them, and around the top a gay border symbolizing every trade. Here the printers have taken possession, tacking up posters and arranging a table to represent a press. Across the room the textile booth is gay with streamers of silk, hosiery of many colors, and yards of cotton and woolen cloth. The food-

stuff workers have set up a cafeteria in one corner; the electrical workers are arranging the sun and moon as their only competitors in a display of bulbs and electric lamps. Milliners are preparing enormous crepe-paper hats of many colors, and the garment workers are constructing a clothing shop, complete with machines, ironing tables, and dummies, for a scene showing the use of the sanitary label in the clothing industry. Impromptu songs are being written, and a very modern orchestra of typewriters, iron chains, automobile horns and tin pans is rehearsing "Die Meistersinger" in the background. By evening all is ready and the parade starts. Down the campus and around the gymnasium they march to the strains of a trade chorus, sung to the tune of "John Brown" and changed every year as trades in the School come and go. Then one after another songs or dramatizations are presented from every trade. As the evening goes on, it is evident to all that no one trade can work independently of many others; that all are bound together by the need of raw materials, labor, and capital; that students from every part of the country are meeting the same problems, and that in the great world of industry they as workers must play a responsible part. Vivid first hand experience of industry and of human life, the raw material of drama, is the substance of the Trade Party. Unconsciously the players, through their very familiarity with the conditions they are attempting to portray, bring out with creative force the comedy and tragedy of this daily drama of industry. May not such forms of spontaneous expression be the basis of a new and living drama of the people, drawn from the deep sources of daily living, with potential power to recreate new life for the workers themselves and for others?

July fourth is always celebrated in the Summer School with energy and with an attempt to make clear the conception of liberty in its larger aspects. A speaker from outside the School is usually invited to a morning meeting and a program of national songs is always sung. The afternoon is devoted usually to a faculty-student baseball game, always spirited and often embellished with costumes; the faculty as pirates, or the students providing an ambulance corps, complete with stretcher, doctor and nurse for the removal of the injured. A picnic supper is followed by a costume dance in the evening, or by a parade to illustrate the growth of American liberty. At one such affair, different periods in United States history were illustrated. George Washington and Martha appeared in person, and a group of pioneers with a covered wagon drawn by very realistic oxen were the center of attraction. Very often the tutors take this occasion to ridicule themselves and the students in a skit of School life, a campus drama with familiar figures burlesqued, which is appreciated to the fullest extent by all the audience. Other dramatic events have included the presentation of "Spreading the News," of scenes from "R. U. R." and a festival under the trees, "Puckletown Fair," gay with songs and folk dances symbolizing the spirit of youth at work in the world.

Later in the summer another festival, this time one of nations rather than trades, illuminates the daily program of hard study. International Peace Day, once having been celebrated on July 24th, has taken its place in the School as a day to be remembered. With often as many as fifteen nationalities represented the School lends itself to an international festival. Again costumes are put together, this time the vivid peasant costumes of many nations, or

the dresses of the Colonial period in America. Welshmen, Spaniards, Italians and Indians gather on the lawn with Russians and Czecho-Slovakians, Irish gypsies, or Italian troubadours. In the gymnasium stands the Poet, a symbolic figure in a long blue cloak. The music sounds, and the reading begins: Walt Whitman's "Salut au Monde," that brave and significant call to international unity:

> "I see ranks, colors, barbarisms, civilizations,
> I go among them, I mix indiscriminately,
> And I salute all the inhabitants of the earth."

As the students come in, each group in national costume, he continues his salutation:

> "You, whoever you are!
> You daughter or son of England,
> You of the mighty Slavic tribes and empires,
> You, Spaniard of Spain. . . ."

Around the gymnasium they march, a serious, dignified procession. There is reality in this for the students. An idea greater than any they have known dawns in many minds and for the first time they feel themselves at one, hatreds forgotten, bitterness lost sight of in this new international consciousness.

> "Each of us inevitable . . .
> Each of us here as divinely as any is here. . . ."

As the final "Salut au Monde" echoes through the room, the groups scatter, to mingle again in the folk-songs and folk-dances learned in the music and dancing classes. One after another the songs of each nation are sung; Negro spirituals, Japanese lullabies, Spanish love songs, Swedish national airs, the program varied often with a Scotch hornpipe, an Italian tarantella, or a wild peasant

dance from Poland or Russia. The festival is over, and for each student it has had some special meaning.

It is always a moot question among the faculty as to what amount of time and effort should go into the recreation program; whether in two months anything more elaborate than picnics or excursions should be arranged; and whether in such a short term even a simple festival like the one described is not out of place. Hours for study are so precious to students and faculty both that this side of the question certainly deserves consideration. It may be argued, however, that students with no organized recreation will complicate their lives in the School with many spontaneous group plans, often difficult to carry out. Also, for workers with so many social and individual needs, an attempt to introduce symbolism and beauty, to emphasize a social idea such as internationalism, and to give a conception of creative art through music and drama cannot be misplaced. The School Council has discussed this question of time and has ruled that these festivals may be given with a minimum of rehearsals; one rehearsal for each group in the Trade Party and Peace Festival; and one rehearsal for the latter of the whole School. With this restriction public opinion seems in favor of these two celebrations. An effort is made at these times to produce something in which all the students can take part, more or less spontaneously, rather than to divide the School into actors and audience. The informal atmosphere, and the spontaneity of the festivals have been part of their charm, a charm that could not be replaced by any attempt at technical perfection.

A plan of recreation so coördinated with the work of the School as to make it an integral part of the educa-

tional program is under discussion by some of the faculty. Courses in economics, literature, science, and psychology offer rich material for drama and suggest a form of artistic expression which might be closely related to classroom instruction. To offer true forms of expression for modern life, rather than to foist upon the students ideas foreign to their own experience should, in the opinion of some instructors, be the aim of the recreation program. With the limited time which can be given to the recreation department in the School, and the need of the students for a certain amount of unorganized leisure and freedom, the problem has by no means been solved. The best that has been done is to provide certain channels for relaxation and self-expression, to build up bodily vigor, and to create even for a few hours an atmosphere of beauty and understanding which may at some future moment illumine everyday living.

The closing day of each summer is marked by the Lantern Ceremony, held in the cloister garden at dusk, after their certificates of attendance have been given to the students. An altar of rough boulders has been built in the cloister and on this altar a fire is burning. Wisdom and her hand-maidens enter, as in the background music is played. At Wisdom's call the workers approach the altar, lighting the lanterns they carry in their hands. They go out singing the School song, "Shine, O Light," symbolizing their desire to carry back to their fellow-workers whatever Bryn Mawr may have given them. As the last day of the School term the occasion is a serious one. It is made more significant by the attitude of the workers themselves toward the simple ceremony and by their determination to carry on the light.

"With eager feet we come to thine altar,
Lanterns unlighted in our hands.
Workers all together, do not falter,
Let light shine out in every land."

The Health Department

Every applicant accepted for the Summer School must have a medical examination. The reports of these examinations, arranged by the local committees, are submitted to the Physician of the School. Another examination is given to incoming students during the first week of the School, and this is followed by medical supervision when necessary during the summer. By means of a final examination before the student goes home, some estimate is made of her progress in health and she is given advice on a home program of healthful living. The students consider this medical service of the greatest importance. "I never had a fair opinion from a doctor before," one girl remarked.

The Health Department staff is made up of a physician on part time, a resident trained nurse, and the Director of Physical Education. The college infirmary is kept open during the summer, and girls who are in the least ill are cared for there without charge.

The records of the School Physician offer unusual material for the correlation of health with industrial conditions. The School has been fortunate in having very few cases of serious illness. Minor illnesses have been due often to very hot weather, change of food, climate or altitude, nervous excitement, lack of proper food and fatigue from long hours of industrial work extending over many years. Reports have shown that many students have trouble with back or feet; that many are undernourished and

underweight, and others have become overdeveloped from too many years of sedentary work. Some evidence of industrial disease has been found.

The following statistics from the medical examinations in 1921 may be of interest:

Youngest age of self-support	13 years
Mean age beginning work	15 years, 4 months
Mean wage paid	$24.00 a week
Health as good as when they began work	49%
Health not as good as when they began work	51%
Occupied in congenial work	71%
Occupied in uncongenial work	29%
Students reporting no organized recreation before coming to the School	45%

Corrective gymnastics has been an important part of the Health Department program. Many students to whom this sort of exercise was at first unfamiliar and often looked upon with suspicion, have become convinced that the regular work in the gymnasium has been of the greatest benefit. One girl, in coming up from her period of corrective work, exclaimed joyfully, "Gee, I feel good! If Bryn Mawr hasn't done anything else for me it has emancipated my body." An unusual piece of work was accomplished in 1927 and 1928 when the Physical Director made a special analysis of the motions used by each girl in her daily job, and then indicated how these motions, if done in the right way, might serve to build up the body and relax strain rather than contribute to a burden of fatigue and tension. This study of industrial processes from a physical standpoint will doubtless have far-reaching results in the lives of some girls. Although only a small beginning, such an analysis may be a first

step in combating monotony of work and the deadly fatigue of a monotonous job.

The consideration of diet is an important feature in the work of the Health Department, and one that presents many difficulties due to diversity of tastes and habits, and hot weather. The students who work on the Health Committee bring to this committee and to the housekeeper any suggestions about the food. These suggestions are often numerous, and sometimes impossible to carry out. Workers accustomed to a heavy, starchy diet do not like a change to fresh fruits, vegetables and salads. On the other hand, the strict vegetarians, often a fairly large group in the School, wish to live on nothing else, and bring raw carrots and cabbage to the table to supplement their dinner. Many workers accustomed only to snacks at odd hours find it hard to eat regular meals, often leaving their food almost untouched and feasting later on bountiful supplies of herring, sausages, cakes and tea sent from home. It is no wonder that given this variety in habits of eating, hot weather, and the unaccustomed strain of mental work in a new environment, many girls should suffer with digestive trouble. The Physician and the Housekeeper have made a determined effort each year to plan a well-balanced diet. The Housekeeper in particular has been successful in providing an acceptable menu, with as many fresh vegetables and fruits as possible at comparatively small expense. A contribution by some neighbor of garden vegetables has often made her task easier.

Sleep is another serious problem of the Health Department. These industrial workers do not go to bed early at home. They are used to long evening hours of classes, with a long trip home to follow; or to late dances or

parties, and an early rising hour set by the factory whistle. When they come to the Summer School, sleep is the last thing with which they are concerned. They hope to get in one more hour of study; to sit a little longer on the moonlit campus; or to discuss with friends or enemies the world and its ways. The doors of the halls close at 10:30 except on holiday nights, and after that, according to the self-government regulations, the corridors are supposed to be quiet. But late into the night a subdued murmur of discussion comes from several rooms, and lights are burning over many study tables. "I just want to stay up to see if I can see any signs of life on Mars," pleaded one student, and this scientific interest is typical of all the factors that are arrayed against sleep in the Summer School. A campaign of education, carried on by the Health Department on the value of sleep is the only solution.

Hygiene lectures, one hour a week, are conducted as a regular part of the curriculum, although they are optional for the students. The Physician also talks over health problems with the students in small groups in a less formal way. The second-year students one summer analyzed their own health problems in relation to diet and exercise. A short series of lectures given for two years on mental hygiene was discontinued because of lack of time, and also because those in need of such a course demanded more personal help. When necessary such special advice and treatment are arranged for individual students.

After the students have had their final medical examination and gone home, a report of special health problems is sent to each district chairman. She is asked to make sure that the student receives proper treatment or supervision in her own community. The result of this su-

pervision combined with the intensive health program at the School is often fruitful. One student came to the School on crutches, having had infantile paralysis when she was a child. In the School her courage and independence of spirit won the respect of everyone. She worked every day in the gymnasium, and she learned to swim. Through special exercises and examinations it was found that her so-called paralysis was only muscular weakness. She took her first steps without her crutches during the last week of the School, and went home full of pride and joy in her new achievement.

"Underweights and Overweights" are sometimes amusingly contrasted in the School, as each group is trying to lose or gain a few pounds before the summer is over. Special milk is set out twice a day for the Underweights and special corrective exercises planned for the Overweights. One year, it is true, the Overweights, becoming hungry at eleven o'clock, made away with the milk intended for the Underweights, and until this was discovered the Underweights went without. But usually each group goes diligently about its own business of gaining or losing, and sometimes the progress is marked. One year, to the amusement of the School, the Physician reported that the Underweights had gained 200 pounds among them, and the Overweights lost 250.

Physicians' reports at the end of each summer have shown decided improvements in weight, strength of back and legs, and lung capacity. Contacts with former students during the winter show, however, that unhealthy conditions of living or working are having their effect, and are gradually undoing some of the good work of the Health Department. It is only through persistence and

intelligence on the part of each girl that these destructive conditions can be counteracted.

The Publicity Office

To look through the six scrap-books of newspaper clippings about the Summer School brings back in a vivid fashion the trend of School events, and the gradual acceptance of the Summer School idea on the part of the press and the public. That first Summer of 1921 with its uncertainties and its development from chaos to order was a topic of newspaper publicity all over the country. Editors and reporters questioned and speculated, approved and denounced. To glance over those first headlines about the School is very illuminating, in the light of subsequent development:

"Waitresses' Course in the 'Ologies."
"Poor Girls may enter Bryn Mawr this Summer."
"When Laundry Workers Study Economics."
"Bryn Mawr to Aid Toiling Sisters."

The tone of those first articles varies greatly, with the section of the country and the character of the paper or magazine. Labor papers are frankly skeptical. "It still remains a question," comments one of them, "just how many real workers will be attracted to the School." Equally skeptical from another viewpoint are the society editors of dailies in the Philadelphia neighborhood, who wonder how two months at Bryn Mawr will affect radical opinions. Other editors give the new plan their approval. "A splendid scheme." "Unique experiment which will be watched with more than passing interest."

To all the papers the fact that for the first time in the United States a college has admitted a group of industrial

workers is significant. This statement and the recognition of the serious purpose of the students is given wide publicity. The movement is compared with the workers' education movement in England and in other countries. Pictures of applicants and district committees are featured in local papers. Mr. Henry Clay's statement appears in papers all over the country that according to his experience in the English movement industrial workers are likely to be better students in their chosen field than the average college girl. Interviews with students and tutors and with members of the administrative staff set forth again and again the general purpose of the School and the impressions of the students. Incidents from the classrooms, accounts of the first labor conference, pictures of plays and festivals or of tutoring sections all receive attention.

By the end of the first summer most of the articles sound a new note of respect. Speculation has been answered. "School for Workers a Success," say the headlines. Facts are interpreted according to the bias of the editor or the community. The society editor is almost convinced that a group of industrial workers are not undesirable members even temporarily of the Main Line community, and concedes the earnestness of purpose of the students and the undoubted progress they have made. Labor papers give space to enthusiastic reports of the School from members of trade union organizations, and mention the possibility of sending other applicants. A spirited controversy in print takes place between one special writer for a labor paper who attacks the School for being a "bourgeois institution masquerading as a labor college," where ignorant tutors are trying to "make ladies" out of fearless and experienced labor leaders, and

one of the organized students who answers the attack with an account of her own experiences in the School.

On the whole, however, there is evident in most of the articles an increased understanding of the significance of the School, a realization that outstanding ability or special talents are not confined to any one section of society, and an attempt to interpret the effect of such a school on industry and its problems. "An enlightened approach to the frontier of learning in social science," one editor calls the experiment. "A step forward for the workers and an advance for college education," is the comment of another. All agree that the first summer has shown that the plan is practical, and that the results are significant enough to have the experiment continued.

Since that first year, plans for publicity have included a general statement sent out to the press; local articles from district chairmen in regard to applicants; interviews with individual students during the summer and special feature articles on School events. This work has all been under the direction of Mrs. Caroline Chadwick-Collins, who has through her own belief in the School and her skill in publicity successfully interpreted this new movement to the press and the public. The Labor Representative in the School takes charge of publicity for the labor papers. In 1922 the students in the School organized a publicity committee, to work with the Publicity Director and to help her secure student interviews. As committee members are chosen to represent each section of the country, this is an effective unit for further publicity work. The Bryn Mawr College alumnæ lent their publicity chairmen in each district to help with local publicity during the School's early years.

At first the students were antagonistic to organized

publicity, rightly resenting the patronizing tone of those first headlines, and wishing no conversation with the throng of reporters who haunted the campus. Believing that a true interpretation of the School to the public was fundamental in the progress of the new movement, the administration decided to explain to faculty and students at a School meeting the reasons for a publicity organization, and the methods by which such an organization might become effective. After discussion, the students realized that as a novel experiment the School would in any case be submitted to a glare of publicity; that for the sake of themselves and future students, it would be advisable to work with the Publicity Director, rather than to let newspapers jump to their own conclusions without sufficient knowledge of School affairs. According to a vote of the students, any individual willing to give an interview to a newspaper was asked to report to the Publicity Office.

Nothing has changed the opinion of the press so much as this annual series of student interviews. The earnestness of the students' desire for education, their enthusiasm about the School itself and their evident intention to use this new knowledge, not for personal advantage but for the sake of their fellow-workers, have been impressive facts in every interview. Reporters who arrive at Bryn Mawr expecting a routine job, inwardly bored with the thought of the prospective visit, catch something of the spirit of the students, and come out of the Publicity Office with glowing faces and keen enthusiasm. Their following accounts in the papers give for the most part a true interpretation of this spirit and show genuine appreciation of the students and their work. "A step toward the solution of the industrial dilemma," says one paper. As an-

other puts it, "The School is linking up unrelated lives with the past and the present." Many comment on the determination of the students to learn, in spite of every obstacle, quoting two students: "We all did better than we really could do, if you get what I mean,—kind as if we had a special body and mind to put this job through." "The very dumbest person made of iron couldn't help going away with a few new ideas." And many reporters featured one girl's forward-looking statement, "We are determined that it must not be an accident that girls like us get an education."

Such friendly contacts with the press, arranged and carried through by the Publicity Director with the help of the students themselves, were bound to have their effect on public opinion throughout the country. The strength of the publicity policy from the beginning has rested in the fact that the School has had nothing to conceal. As with the press, the unique character of the School has attracted visitors from all over the country. They have attended classes, talked with the students on the campus, discussed the courses with instructors and tutors, learning at first-hand of financial matters, recruiting policies, and School government. The guest who does not go away deeply impressed with the attitude of the students toward their work is yet to be found. Many speak enthusiastically of the teaching, audibly wishing that their sons and daughters might learn through these new methods, in an atmosphere equally inspiring to teachers and students. "I'd like to send my daughter into a factory, so that she could come and be taught here," is not uncommonly said. To many guests individual classroom periods offer a memorable experience. Involuntarily these visitors are caught in the interest of the discussion,

and if they do not always take an active part, they often linger after class, listening to the inevitable aftermath of argument. While such a number of visitors creates a problem for the School, there is no doubt that their contacts with students and instructors has meant a greater understanding of the School on the part of widely scattered communities, with resulting sympathy and active support.

The international character of these guests, and their diverse affiliations are of constant interest to the School. A month's record in the guest book is illuminating. Here is an employment manager from Australia, interested in starting a similar school for store clerks in Melbourne. A group of teachers from Kansas attending a national convention appear in the hall, are divided into small sections to attend classes, and return to the office eager to learn in detail of the whole movement; two telephone operators, hiking through the country for their vacation, stop in Bryn Mawr to visit their fellow-workers of the switchboard; a lady of the Japanese nobility in her beautiful native costume is the center of attention in one room, charming the students with her description of Japanese life. Other interesting names are on the list: a government official from the State Department of Labor, interested in the statistical studies made by the advanced economics class; a Y.W.C.A. secretary from the far West, coming to ask help in planning a workers' school at some future time on the coast; a young miner from Illinois, on his way to attend Brookwood Labor College; a German student fresh from his university; a Spanish woman on her way to Mexico to start evening classes through the Department of Education. Trade unionists, employers, employment managers, teachers, members of

Chambers of Commerce or government departments, representatives of women's clubs, factory inspectors, reporters and editors, authors seeking novel material, artists looking for picturesque types, lecturers hoping for an engagement, casual visitors to see the college,—all these become part of the daily life of the campus, all receive publicity material and some explanation of the purpose of the School and the character of the students.

Among those who come and go during every summer, certain guests belong especially to Bryn Mawr, and take more than a passing interest in its affairs; the former students and teachers of the Summer School, and the alumnæ and faculty of Bryn Mawr College. That the summer and winter groups often meet for the first time in School classrooms, or have a chance to discover common interests at a School tea or cloister meeting sometimes means the beginning of new friendships, and a wider understanding between the college and industrial workers. Other guests who for a time seem almost members of the School community are the students' families, who come for a day or a week, staying near the School and joining in all its activities. Sometimes it is a tired mother, come from the South after illness and death in the family, to rest and relax for the first time in years on the quiet campus; or a young girl nervous and fatigued with the strain of study and housework, but fulfilling the desire of her sister, the Summer School student, that one in the family shall have a high school education. A picturesque group of three generations, grandmothers, mothers and babies in arms, Russians from Philadelphia, picnic on the campus, joined toward evening by all the Russian girls for an hour of folk-songs. Men from the Shoe Workers' Union in Philadelphia are inspecting the

wonders of the science laboratory and arranging with the shoe workers in the School for a talk before their union meeting. An industrial expert from a large corporation is talking in the hall with some of the economics instructors, and the head of a government bureau is expected for tea. So they come and go, these guests of the Summer School, adding much to the varied interest of campus life and helping to keep the School aware that there is a world of activity beyond the campus.

"The Winter Students"

"I never had much use for education," said one Summer School student, "for it seemed to me that it couldn't be worth much if the people who had it didn't care enough about it to pass it along."

The fact that education is worth passing along is brought home to the Summer School students each year in a vivid fashion by the contact with the undergraduates of Bryn Mawr and other college students who act as assistants in the Summer School.

A committee of the undergraduates at Bryn Mawr has been responsible for recommending three or four of their number to act as recreation assistants in the School. In 1927 the experiment was tried of increasing the number of these undergraduate assistants to six each month from a number of colleges instead of from Bryn Mawr only. The latest plan tried in 1928 is to have these six students appointed for the entire school term, and this has been most successful.

Through these college representatives, chosen usually from the Sophomore and Junior classes and going back into their colleges for at least one more year, the Summer School has come to have a place in the minds of the col-

lege students. Although many of them have only a vague idea of the Summer School, they are becoming conscious that something of educational significance is taking place on the Bryn Mawr campus every summer. Gradually personal interest in the Summer School students is growing. College students who were afraid at first that their furniture would be injured if they left it for the School are now taking pains to leave their rooms comfortable and attractive. Curtains are left at the windows, pictures on the walls. The incoming industrial workers are more than appreciative of this thoughtfulness. Each year the undergraduates who have been in the Summer School go back to the colleges with enthusiastic accounts of their summer experience and vivid stories of the students' attitude toward their work. Thus new interest is created, more contributions are given to the scholarship fund and more undergraduates apply for the summer positions. A meeting held in the autumn each year marks the beginning of Bryn Mawr College activities in behalf of the Summer School. At this meeting former students of the School are the speakers, with earnestness and charm interpreting the School to the College, and winning many new friends. The undergraduate committee then organizes a campaign for funds, supplementing direct contributions with a sale of sandwiches to hungry students on the hockey or basketball field.

It is pleasant to note the many new contacts between winter and summer students. The industrial workers from Philadelphia are often invited to college entertainments or festivals by their undergraduate friends, and they in turn are taken to labor meetings, to industrial clubs, and to visit factories in Philadelphia. In 1922 a request came from the undergraduates that a large num-

ber of them be admitted to the School as students. This request was not granted by the committee. Undergraduates who have been in the Summer School come with eagerness to the district conferences held each year, and learn to know other industrial workers. Who can say to what ultimate goal this new spirit of understanding may lead?

The undergraduate assistants in summer are asked to arrive a few days before the School opens, and are put to work shifting furniture in the dormitories, tagging each piece with the owner's name, and moving tables, desks and chairs until all the rooms are somewhat alike in furnishings. When the students arrive, the undergraduates meet them at the trains, and bring their bags up to the college in some well-worn and often decrepit car. This first greeting is much appreciated by the workers. One of them writes, "My first surprise was at the Bryn Mawr station, where a college girl met us and treated us not as strangers but as guests."

In each corridor one of the undergraduate assistants has her room, and so has every opportunity to know the workers in an intimate way. She also has certain responsibilities, such as taking charge of fire drills. Each college student is asked to attend one of the classes with the workers, and very often the class chosen is economics. Unless the instructor wishes her to do so, she does not join in the discussion. Usually she is grateful for the privilege of keeping quiet in a group so much better informed on industrial questions. The illumination she gains from these discussions of industry by the workers is worth more than several years in the usual college classroom. At first she is often bewildered by the complexity of these problems, and confused by the clash of opinion

and intensity of feeling among the students. She is advised for the first two weeks to listen to these battles, and to ask her questions on labor problems of the Labor Representative in the School rather than of the students themselves. Sometimes ignorance of labor affiliations or an innocent remark may destroy confidence on the part of the workers. Usually any feeling of separateness gives way to mutual respect and the realization of common interests.

The following quotation from the letter of an undergraduate assistant is of interest:

"We had been putting up curtains, moving, and cataloguing furniture for three days, and now the prospect of meeting and cheering up group after group of girls made me reflect somewhat upon the previous joys of being a carefree and very insignificant undergraduate, as opposed to the more doubtful blessings of being a Worker. My first lesson was when I saw how little all of the girls were daunted by coming to a new place, however gray and rainy; and how little they needed our proffered sympathy and encouragement. Before I knew it the tables were turned and I was being cheered up, though they were not aware of this, by their intense interest in everything. . . . How under the sun were all these girls, many of them with ideas diametrically opposed, to live together without friction, for two months? Here began my second lesson. Perhaps the classes did it; or perhaps it was just living together, and finding that, though a girl might have ideas very different from yours, she also had some very similar, and that, though you went about things differently, you were both human beings and had about the same ideas in the end.

"The growth of this tolerance I observed both in the after dinner discussions out on the campus, and in the classrooms. A certain marked hostility began to disappear, and soon hitherto despised opinions were listened to with calmness and an at-

tempted impartiality. . . . Now after each letter from any of the girls, I have a guilty feeling that they would be making better use of their time than I am of mine,—and I work feverishly for a week."

It is a varied lot of odd jobs which is turned over to the undergraduates, much to their amusement. They teach swimming and tennis to girls who have never before experimented with any sort of athletics. They act as assistants in the science laboratory, catch flies for the turtles, find clover for the guinea pigs and mulberry leaves for the hungry silk worms. They clean cages of moths and gold fish, transport the telescope to the lawn on star-lit nights, and boil eggs for the marmosets. Some girls are assigned to duty as chauffeurs, for errands in store and office, or to meet guests of the School. One student acts as post-mistress and another as assistant in the corrective gymnasium. One is put in charge of costumes for the Trade Party and the International Peace Festival, and for two weeks lives in a vivid whirl of peasant dresses and gay materials.

It is hard to imagine how the School could be administered without these "odd-job men," always more than ready to work, and to meet any emergency. A systematic attempt to make the experience a training course in workers' education means that the undergraduates go back to their colleges better informed on the whole movement, and better able to interpret it to others. A list of reading on workers' education is advised, and weekly meetings, usually including a picnic supper, are held in order to discuss the significance of School events, and to explain the reasons underlying the opinions and actions of the workers.

Other colleges have given ready support to the work of the School. Vassar, Mt. Holyoke, Wellesley and Smith have contributed toward the scholarship fund. Fifty students at Smith one year inquired about the possibility of coming to the School as assistants, and forty-five at Mt. Holyoke. Boxes of athletic equipment have been contributed by a number of colleges. Private schools also have become interested in holding meetings for the School, and in contributing to special funds or to scholarships. The Dana Hall School has each year given an emergency fund, to be used for special medical treatment or other emergency needs in the School. The private schools in Bryn Mawr and others have given to the scholarship fund and sometimes, as in the case of the Bennett School, furnished a recreation assistant. There is no doubt that the Summer School, and many of its individual students have won a place for themselves in the affectionate regard of these younger and more fortunate students, who have learned, many of them for the first time in the School, what it means to struggle for an education.

The alumnæ of Bryn Mawr, staunch supporters of the School from the first year, have also gained something from their new contacts, as well as given much to the development of the School. They are invariably touched by the loyalty of the Summer School students to the College, even after their two brief months on the campus. In one city, the Bryn Mawr alumnæ one winter were engaged in raising an endowment fund for the College and mentioned the matter in the hearing of a Summer School student. Her response was immediate. "Of course we can't be members of the Bryn Mawr Club," she said, "or come to any meetings, but if Bryn Mawr College

needs an endowment, we want to help." Bryn Mawr alumnæ throughout the country have borne the brunt of the district organization, held chairmanships in many cities, and directed the work of finding students and raising the scholarship fund. Their interest in the School has been as much from the viewpoint of experimental education as from an interest in industry. Many alumnæ whose children are in experimental schools, and who themselves are working in the field of progressive education, are interested and pleased to find the same informal atmosphere, and the same eagerness to learn in the Summer School classrooms. These women are watching the development of the Summer School as an educational experiment, and from all indications are using the results of their observations to bring influence on teaching in other fields.

Members of college faculties who visit the School carry away an impression of the teaching and the desire of the students to learn which in itself is a stimulation. One professor commented on the fact that the laboratory was crowded with students every evening, saying that he had never before known a group of students who would voluntarily leave a baseball field after the fourth inning and pour into a laboratory. Another was struck with the fact that all the classroom desks are removed in the School, and trestle tables substituted in order to have more informal discussion. He realized at once the new relationship between students and teacher which resulted from the absence of desk and platform. Many teachers caught in an academic system which gives them little room for originality are frankly envious of the Summer School teacher, working out in an experimental fashion new

ways of teaching, and surrounded by mature and thoughtful students whose one desire is to study and to learn.

The constant desire of the Summer School to establish a spirit of understanding with the winter College, undergraduates, alumnæ and faculty was expressed in 1923 in a letter sent at the suggestion of the students themselves to the directors of Bryn Mawr College:

"We wish to return our thanks for the friendliness with which every facility of the College has been placed at our disposal and we are particularly grateful for the courtesy with which the winter students have turned their room furnishings over to our use. Not only have we appreciated the campus but we have found real pleasure in respecting the traditions of the College. These traditions have become a real part of our work. The Bryn Mawr habit of curiosity and courage in things of the mind has been a guiding principle with us.

"May we hope that we are not saying goodbye to the campus without leaving behind us something of our own peculiar tradition,—a purpose to apply intellectual training to problems of the workers, to render academic inquiry as generous as human needs are pressing, and to inform thought with spiritual aim?

"So may winter College and Summer School be joining hands in keeping vivid the wish for social progress."

CHAPTER VII

RECRUITING INDUSTRIAL WORKERS DISTRICT PROBLEMS

District Organization

By an early decision of the Joint Administrative Committee students were to be recruited from all over the United States, from every large industrial center. This decision has determined the character of the School organization, and made imperative a system of district committees. To divide the United States into sections for the purposes of recruiting students and raising scholarships was the first step in this district organization, a division soon made on the basis of the seven districts of the Bryn Mawr Alumnæ Association. Later these district divisions were found to be too large and some were subdivided. Seven chairmen, for the most part alumnæ of Bryn Mawr College, were asked to serve and to appoint their own committees according to local needs. Many committees have found it necessary to secure local chairmen in various cities throughout each district. By the end of the first five years of the School, local chairmen were active in fifty cities, and a new committee was being organized in Canada. The duties of these local committees have been to distribute publicity about the School, to find suitable candidates, to prepare them whenever possible for the term at Bryn Mawr, to raise scholarships for them, and to help former students of the School

to continue with an educational program. It will easily be seen that the strength of the School, in its selection of students and its financial support, depends on the work of these committees.

A quota of students to be accepted is assigned to each district. The following plan is at present followed:

New England	18	South	10
New York	28	Ohio	6
Pennsylvania	23	St. Louis	4
Chicago	15	Far West	6

These quotas are not entirely fixed, as they depend on the number of candidates who meet School requirements. If in any year, a district is unable to recommend enough candidates of high caliber, that quota is not filled, and the extra places are assigned to other districts with a list of stronger candidates. A central Admissions Committee is in charge of admitting students.

Admission requirements in 1921 were sent out to each district committee as follows: "Ability to read and write English, a common school education or its equivalent, together with good health and a sound physical condition. A minimum age of 18 is required with preference given to candidates between 20 and 35 years of age." These requirements have also emphasized the fact that for the purpose of the School, "women workers in industry" should mean women working with the tools of their trade and not in a supervisory capacity; and should not include clerical workers, office workers or teachers.

Material is sent out regularly each year from the Summer School office to every district of the country, including application blanks and publicity folders, changes in admission requirements and in other School policies; recommendations from the faculty on evening classes;

suggestions on methods of recruiting and on committee organization, medical and oculist blanks, letters to applicants, and to accepted and rejected candidates. "A Handbook for District Chairmen," compiled in 1923, was a mine of information on all School and district matters. In addition to this work by correspondence with district chairmen, the Executive Secretary of the School has each year spent some time in every district except the western ones.

The report of her trip in 1923 is of interest, as it is still typical of district work. She mentions having helped several committees to reach workers in organized and unorganized groups; talking with leaders in organizations such as the League of Women Voters, Minimum Wage Commissions, Trade Union Leagues, and Y.W.C.A.; urging committee chairmen to follow up former students and work with them to secure proper teachers and to plan evening classes where none existed; attending classes at local labor schools; discussing teaching methods with college faculty, and answering questions on Summer School policies in connection with some future school at a local college; helping former students to reach their own organizations with the story of the School; supplying material for newspaper publicity and magazine articles; addressing meetings of college women, and of workers' organizations; and in a word building up and strengthening the Summer School in every phase of its district work. At the end of her report she speaks of the work of the former students, and adds: "They have exhibited in every district an attitude of interest, loyalty and enthusiasm that gives the School its greatest hope for the future."

The first publicity list for the circulation of an an-

nouncement of the School in 1921 included trade unions, the Women's Trade Union League, the Y.W.C.A., the League of Girls' Clubs, trade schools in various cities, the Consumers' League, the American Association for Labor Legislation, the National Child Labor Committee, the Girls' Friendly Society, and for more general publicity, settlements, alumnæ bulletins of colleges and universities, and such publications as the Survey, the Journal of Sociology, the Nation, the New Republic, the Weekly Review and the daily press.

A set of instructions to the district chairmen went out at the same time, making clear the general plan of the School; that a local committee should be organized to include "One college alumna, a practicing woman physician, a representative of an organization of women workers, and a woman worker herself." Applications for the School were to be sent to the district chairmen, who should interview the applicant and arrange for a medical examination. Candidates who in the opinion of the committee were undesirable were not to be encouraged to fill out application blanks.

If the applicant seemed eligible, her application blank with a copy of her medical examination and the opinion of the committee as to her qualifications for the School were to be sent to the Admissions Committee at Bryn Mawr. District Committees were also asked to help in raising scholarships for the School, and to consider defraying expenses of well qualified students whose home responsibilities would otherwise make it impossible for them to attend.

In these early announcements three points were emphasized as the main features of the plan, the first and third sections of which have been put into effect. The

second is still a matter for conjecture, and has been lost sight of since that first year in the actual development of the School.

"1. The establishment in Bryn Mawr of a Summer Labor School to be held from June 15 to August 10 for which the campus and certain buildings of Bryn Mawr College shall be lent to a separate Labor School Committee composed of certain interested members of the directors and faculty and an equal or large number of the alumnæ of the College.

"2. The foundation at Bryn Mawr College of a number of four-year scholarships of $1000 each to enable really able children of laboring men and women to study at Bryn Mawr College, the thought being that these candidates should be selected by the women's unions and girl's labor clubs and other associations such as the Garment Workers who are organized, as well as by examination results and personal testimonials. The hope is that such girls, after having received four years' education at Bryn Mawr College will be fitted for leading industrial positions.

"3. In connection with the Labor School, the alumnae living in industrial centers might be able to organize a very satisfactory form of university extension and give evening classes to women who had studied for eight weeks in the summer Labor School or to women intending to study there so as to enable them to go on with their work or to be better fitted for it. Such alumnae may also be able to assist in selecting the best candidates for the School."

The following winter the district plan was carried a step further through the organization of four divisions of district activities, to deal with recruiting, finance, publicity, and workers' classes. With some modifications this has been the general plan of district organization ever since. This form of organization has never been fully carried out in exactly the same way in any two districts.

Sometimes one sub-committee or another is omitted; often the recruiting chairman, for lack of a finance committee, has herself raised the scholarship fund; the committee on workers' classes has sometimes been absorbed in a local educational committee, under a labor college or the Y.W.C.A.; newspaper publicity has been managed in various ways, with or without a publicity committee; former students have been used to the fullest extent in some districts and not at all in others; and the activities of each committee have been carried on in accordance with changing local conditions. More than any inflexible plan of organization the School has emphasized active interest on the part of a representative group in each community, and the maintenance of a certain standard in recruiting and preparing applicants. That each year the standard of work in the School has improved shows the growing effectiveness of the district organization. In 1926, for instance, the faculty ratings of each student showed that there were only three girls in the School who probably should not have been admitted, being unable to maintain the general standard of work.

Finding and Preparing Applicants

Every new member of a District Committee has passed through an educational process which in turn she has used in educating others. It is no easy matter to acquire something of the background of industrial conditions which will make possible intelligent work in publicity and recruiting; to understand that glaring elementary defects in education are not synonymous with stupidity; that apathy and indifference may be reasons for rejecting even a brilliant girl; that high-handed murder of the English language may mean no lack of keen intellectual

ability; that candidates have a right to hold any political or religious opinion, even in the face of local opposition; and that it is not always the most voluble candidate who has the best foundations for thinking. Sometimes it is the slow, steady plodder with a social consciousness who may develop qualities for leadership in decided contrast to the first impression she makes on an inquiring committee; often a striking personality may be found with aggressiveness and superficiality, and a mediocre one may be the token of mediocre opportunities rather than of innate dullness. To get a well-rounded set of opinions about an applicant means therefore a great deal of routine work, a capacity for discernment, understanding and discrimination.

From the first the School has made it a policy to accept no application with a "string" attached; no contributions of funds on condition that a certain girl be accepted. Such a conditioned acceptance would place an obligation upon the student when she returned from the School; and perfect freedom from obligation allows every student to follow her own road in future activity.

A local committee is sometimes asked by an employer, an interested club or union, or by other workers to give favorable consideration to a certain candidate. Such requests are met wherever possible by a careful sifting of opinions, by arranging for the candidate a trial period of study in an evening class, followed by reports from a teacher; and by observation of the girl herself in her attitude toward the new opportunity. Former students of the School have rendered good service on many committees, not only in recommending well qualified candidates, but also in speaking against applicants whose main

interest in the School, they know, is a chance for a vacation.

Preliminary interviews by the local committee offer much of interest to an onlooker. Almost without exception the candidates are afraid. They do not know what ordeal is before them, and conscious of their own educational deficiencies they fear the worst from being questioned. They meet a little informal group, usually two or three people, one always a former student of the School, and are questioned not about geography, arithmetic or English, as they have feared, but on matters of everyday living,—what they do with their evenings, problems of their industrial clubs or organizations, conditions in their own trades, and their reasons for wanting to go to the School. The candidates immediately relax and the dreaded interview becomes merely a friendly conversation in which they have a chance to ask questions and find out about the School itself, in its every aspect. "I never thought I'd feel so much at home with strange people," remarked one applicant after such an interview.

To the experienced committee member the interview is illuminating in many ways. It helps her to understand hidden motives, to appreciate something of the difficulties the worker must face in coming to the School, to judge whether her educational needs can be met by the Summer School course. She must learn to strike a nice balance between too little and too much education,—to rule out the girl who has had such limited opportunities for schooling that she would be discouraged to find herself in a more thoroughly prepared group and also to eliminate the girl who, having been through high school,

is obviously on her way into some profession, requiring professional or technical training.

Some light is thrown on many knotty questions by the student herself in her "Trade Paper," a short account of her industrial experience sent in to the committee with her application blank. These papers are used to discover something of the applicant's industrial background, and also her use of the English language. Where preliminary classes have been either entirely lacking or inadequate, these trade papers together with a reading test give some indication of the applicant's ability to do the work of the School. Sometimes a brief questionnaire is given to each girl as an aid in writing her paper:

"What is your industry? How did you get your first job? At what processes have you worked? Does it take special skill, accuracy, or any special training or knowledge? What kind of plant is it as to conditions, employer, employees? Do you have any kind of collective bargaining, either through a company union or a trade union organization? Tell something of the history and work of this organization. Write anything of interest to you. These questions are only for suggestions, and do not need to be closely followed."

District chairmen are frequently asked: "What is the attitude of employers to the School? Does the School help the students to get better jobs when they go back? Doesn't it make them restless and discontented with their previous work?"

The latter questions in regard to change of jobs have been answered fully in Miss Hill's report.[1] The first, on the attitude of employers, has been answered in various

[1] "The Effect of the Bryn Mawr Summer School as Measured in the Activities of its Students." (See Introduction p. VIII.)

ways in different parts of the country. When employers are asked whether they will be willing to let a girl go away to attend the School, and will make a place for her later, they usually say that if conditions in industry are favorable she will be given work when she returns. Under our hit-or-miss economic system the most socially-minded employer cannot guarantee work, and in leaving her job every girl risks losing it entirely. On the other hand even if she stayed at home she might lose her work, because of slack seasons or changes in the plant. The uncertainty of the future, as well as the actual loss of wages during the School term are serious factors which every applicant must consider. That every year, even under serious economic pressure, one hundred workers actually come to Bryn Mawr and stay through the two months' course shows how high a value the workers put on this opportunity and what serious risks they are willing to run for the sake of education.

Two or three employers have gone so far as to pay the whole wage of their employees during their two months' absence from work. Many others have encouraged workers to apply, and have welcomed them back with great interest in their courses, and in what the School has given them individually. Two southern employers came to Bryn Mawr to visit their employees and seemed pleased with their progress in the School. One New England employer, in talking with a Summer School student about the School, became very much interested in the possibilities of sending his own daughter for the four-year college course at Bryn Mawr. The industrial worker going from his plant gathered information about the College, talked with his daughter about it, and interested her so much that she enrolled for the college course. This may not be

the only instance in which a Summer School student has recruited an undergraduate for Bryn Mawr College.

As the School is in no way vocational, it does not help the students to get better jobs. In fact skilled workers often lose a degree of skill by being away from their work for two months. The unskilled worker forming the majority group in trades employing women learns her process very quickly, and loses little in proficiency by her absence. The purpose of the School is to offer a liberal, not a technical or a vocational course. It gives to the workers what such liberal education gives to anyone, together with a deeper understanding of industrial problems. To the other frequent question, whether the School makes the workers discontented, the best answer is contained in Miss Hill's report,[1] with its detailed account of the activities of the students after the School, their stronger interest in industry and their more hopeful attitude toward their own problems and toward education itself.

In summing up the attitude of employers, it is safe to say that the liberal-minded employers, a growing number every year, are sympathetic, and that it is only the employers who fear education as such for their employees who continue to oppose the School.

The Workers Apply for the School

The District Committees who were asked to undertake the work of finding the first students were faced with serious problems. Could workers be found who could afford to be away from their jobs for two months? Would they be interested in applying for the School? If interested, how could they be prepared for the two months'

[1] "The Effect of the Bryn Mawr Summer School as Measured in the Activities of its Students." (See Introduction p. VIII.)

course? What would the attitude of their employers be to such a plan? What would their families think about it? Would jobs still be open when the workers returned to their own communities?

To a student into whose hands has come a recruiting folder of the School, these questions are insistent and have a personal application. To long to go to school is one thing. To face opposition on the part of family and employer or ridicule on the part of fellow-workers is quite another. How can she make ends meet for personal expenses, and at the same time contribute something to the pressing needs of the family budget, while she is away and without a job for as long a period as two months? To face the prospect of returning from Bryn Mawr to unemployment, perhaps for a long period, with the never-ceasing pressure of family responsibilities, and the possible reproaches of those dependent on her for support—these problems loom on the horizon in black clouds of uncertainty, and do much to counteract the eager desire of the worker to seize on this unhoped-for opportunity. That the two months' term cannot give her an education she realizes well enough. That it does offer something "too good to be true," which may mean a turning point in her whole life, she vaguely suspects, and is overcome with the hope held out to her in the recruiting folder. "This can't mean me!" is the first thought of many a girl. "How can I go to school, when I've been in the factory for so long? This can't mean me." Through the efforts of the recruiting committee she is at last assured that she is eligible for the School. An application blank, which she herself must fill out, enrollment in a preparatory class, an interview with one or two of the committee members in her own town, and the formalities are over.

There are no examinations. It seems unbelievably simple, and in the process of inquiry she begins to lose something of her hesitation, and to gain confidence in herself. If this School is actually for industrial workers, girls with as little schooling as herself, why should she not at least think about it, even though she may never "get to go." The very thought of something beyond the hard monotony and constant economic pressure of her daily life brings a new joy, and the possibility of a door opening for her to new knowledge and new powers means in itself wider horizons of thought and speculation. In the evening class in which she is enrolled, she finds other girls who like herself are hoping that the way may open, and have sent in their application blanks. This association with others who are facing the same problems again reassures her, making her think that to venture is not impossible.

Examining the application blanks of the students for eight years, the reader is reminded in every line of the many vivid personalities making up the Summer School. These blanks are so characteristic of the students, and reflect so clearly their great struggle for education that to read them is almost like talking with these workers themselves. Accompanied by letters of recommendation, school records, medical statements, trade papers, comments from the district committees, and from the applicants themselves, the great pile of material from every year offers a rich source for the study of industrial and human problems. (See Appendix M.)

Significant in all this material is the expression of a longing for education, usually not for personal advantage but to help other workers in the shop or union or industrial club. Under the general heading of "Remarks," at

the end of the application blank, these comments give an insight into what it has meant to the industrial worker to be without an education. "Oh, I would like to go to Bryn Mawr to broaden my mind and find out about all the things I don't know," writes one girl. "This is my application and it gives you some information about my knowledge, but gives little idea of how much I want to attend," writes another. "I never had an opportunity of being a real student."

Other students write:

"I hope to share the course with others as I am working in a factory with 1500 girls."

"I am interested in the realization of a more Christian industrial order."

"The purpose of my entering Bryn Mawr is to develop my zeal for study, and to have a better appreciation of the economic order of which we workers are a part. I have had no time lately to occupy myself with anything but work and would feel the adventure of freedom and study which will be had at Bryn Mawr College."

"Studying, and at the same time learning how to help the surrounding evil; what a pleasure!" writes one applicant. "To get more comprehensive knowledge of life and its intricate problems," another girl mentions as her reason for applying for the School.

There is a note of wistfulness in many of these comments: "I would appreciate greatly the privilege to study during the day," says one girl, and another adds at the very end of her blank, "I am a willing learner." "As a prospective student in the school, I wish to tell you how much it means to me to know there are opportunities for girls to continue their education." "I realize that if ac-

cepted this is the opportunity of a lifetime, and not to be treated lightly."

Especially poignant in their vision of new opportunities are the following: "I had always thought there was no hope for a person who hadn't finished high school. At last some one has given the ones from grade school a chance." "It's not that we can get off to go to school," added one applicant when interviewed, "but to work, and to get a little knowledge, they are a necessity, both. Only work you can do always but to get knowledge perhaps sometime it will be too late. I can save money on clothes, but I'd never want to save money on knowledge."

Many students express a desire for instruction in some particular subject, although others only wish to be sure they can take all that is offered. One says with a good deal of wisdom, "I would decide on my courses after I have talked with the teachers and find out what I most need." "I am anxious to take all subjects, especially history," writes another girl, "I never had a chance to study history."

"Public speaking, hygiene, science, economics, psychology, English composition," are listed on another student's blank (the list covering practically the whole curriculum). She adds anxiously: "This is my third application and I am eager to be accepted *this time*." "I am very anxious to study any kind of labor classes to give me more knowledge to help in my work," another comments. "I am very fond of music but have never studied it. For two years I have attended concerts and opera, and am trying very hard to cultivate an understanding of music, I love it so much." "I would like to learn more English as a foreigner and worker." Again the majority's opinion on courses is expressed by one girl, who writes

briefly, "I am desirous of studying as much as possible of most any subject that comes up. I wish to attend all lectures, respectfully yours."

There is little attempt evident in any of these blanks to put the best foot forward. "I wish to state the fact that I am a poor speller," says one girl frankly, and another writes, in answer to the question, "At what grade did you leave school?" "Simple fractions. I can remember clearly just taking simple fractions. As nearly as I can now guess, it was the third grade." "I have read nothing but daily papers," says another, "I do try to read them thoroughly." "I have read 35 books during the past year, but none of a serious nature, as I read for recreation and to keep my mind in trim." "I ask that you consider especially that for eight years I have been working in industry without any educational advantage whatever, which means that it will be hard for me to get back into regular study. Although this fact only makes the advantage of Bryn Mawr seem all the more wonderful."

Glimpses into home conditions and industrial situations are given on many of the blanks. These comments are always matter-of-fact statements, never written in order to win acceptance in the School but only as further explanation of some phase of the applicant's history, and in answer to one of the questions on the blank.

"I may state that I came into the United States all alone, without a friend and not knowing the language, and have helped support my mother and younger children. Have tried to work myself up, as they say. Have done my part in hearings of the Minimum Wage Commission, the Eight Hour Bill, and everything else that concerns the industrial girl."

"I have tried many times to take evening courses, but

found I was too strained after work to do so. I would appreciate going to gain some knowledge."

"I tried to go last year, but couldn't get off. Now my trade is slack." "As I am the oldest daughter of the family, have had to work to make most of my own clothes and help mother with the housework during the evenings. So I had no time to do much reading."

"I haven't had time to read as much as I would like, owing to the fact that I work ten hours a day and have some duties beside."

"Your question on schooling is hard to answer. I went to a Russian village school, but had no grade or classes. It was all in one grade. I went through in two years."

"I've been packing apples through apple harvest eight weeks each fall," writes a western girl, "I am anxious to go to school."

"I was a forelady for four years in the shop where I work now. When the union organized and foreladies were excluded, I felt that I would rather go back on a machine and join the other workers in their union." Emphatic answers are sometimes given, which indicate in a word the applicant's background: "Do you belong to a trade union?" *"NO!"* These two comments are typical of the opposing viewpoints of the application blanks.

"For the last four years I have been trying to reach my goal. Although it has been a hard struggle, I have trodded on. Now in my Senior year at night high school, I have heard of this offer at Bryn Mawr which seemed wonderful to me. I know it would be a stepping stone to something bigger and better. I feel as though it is a dream, but sometimes dreams come true."

"Until now whatever education I can lay claim to was snatched between my working hours, organization activi-

A Poetry Hour on the Campus

ties and the discharge of family obligations. I am greatly desirous of improving my education in order to be in a better position to serve the labor organizations as well as for my own benefit."

"The reason that I have not read many books is because I have always worked piece work and my work was so confining and tedious that I needed evenings for recreation. Going to Bryn Mawr I think will help me in my reading and help me to catch up in all that I have missed, so that I'll understand the newspapers better."

"All I want to remark is that I am, I think so, physically strong, but cannot make enough money to stop for a few months during the year to study. At present I am engaged in active organization work but I do feel the lack of knowledge."

"Though I do not refuse any offers to speak or lead any meeting, I feel incapable of putting matters forcibly before my audience. Although I am congratulated on different occasions, I am ill at ease before a very large crowd. I am sure eight weeks at Bryn Mawr would overcome this."

Letters are often attached to the application blanks from those interested in a particular applicant. Former students of the School write to put in a word for a fellow-worker, or for a younger sister or cousin. Little sisters especially are now applying for the School. One family of five sisters has sent four of them to Bryn Mawr, and the fifth hopes to come. Former students who are married, it is interesting to note, are making plans long ahead for the applications of their little daughters. Other letters come from officials of labor organizations, business agents or organizers who have observed the applicant's interest in her own union; secretaries of Industrial Clubs in the

Y.W.C.A., who are active recruiting agents among a large number of workers, and have an intimate knowledge of the individual girl; teachers of evening classes preparing girls for the School, employers, personnel or employment managers, forewomen, and many others. One realizes, through some of these letters, the large groups of industrial workers represented by the one hundred students in the School each summer. "The Industrial Department is recommending her from a membership of 500 workers," writes one secretary. "Money for the scholarship is being raised by the girls themselves." Another adds to her letter of recommendation, "Her employer is paying part of her wages to her family while she is away at School." "If nobody else came to my evening class but Miss B.," writes one former instructor in the School, "I would still want to hold the class for her sake."

Typical of many notes sent by union officials is the following:

"I have known Miss H. since she joined our local twelve years ago, have found her competent on piece committee work and sincerely hope that she may be accepted. The labor movement and the educational advancement of the workers in this city will be greatly aided."

An encouraging letter, one of many, comes from an employer:

"We have heard there is a possibility for one of our girls to get a scholarship in the Bryn Mawr Summer School. We can raise the money for carfare and incidental expenses, but unless we are awarded a scholarship we cannot send a representative to the School, much as we would like to. We believe most heartily in such a School and wish we could send many more of our girls and young

women. Any help you may give our applicant will be thoroughly appreciated."

Applications from second-year students invariably reflect their concern in taking places which might be used for first-year applicants:

"Although I am very anxious to come back to Bryn Mawr, I would not for the world stand in the way of any girl from this city coming for the first time."

An industrial secretary writes about another: "She does not want to be the only one from her city. She does not want this opportunity unless it can be shared. She is afraid she will be depriving another girl of a precious opportunity if she applies again."

One student, active in every way since the School, adds a note on her blank, knowing it would interest those in the School who read it, "Through our explanation of our work at Bryn Mawr last year we have also started the older ladies of this town in a class in economics."

Others write: "I was at Bryn Mawr three years ago. Before that time I feel that I just existed, but that summer so changed my outlook on life that I want to help my fellow-workers."

"I have attended the Summer School at Bryn Mawr last year and it has increased my desire for knowledge. I have tried a number of ways of acquiring knowledge through my own efforts and through various schools, but I have never received so much in so short a time. I am sure that a second term would mold my life in the future."

Evident on many of the blanks is the desire of the applicants to do all they can to meet the expense of a scholarship. "I can meet all the scholarship myself," writes one girl, and another inquires, "Please let me know

how much this scholarship will cost, for I would like to pay what I can." Pressure of family responsibilities, combined with lack of work during long slack seasons keep many students from paying as much as they would like. "On account of the necessity of helping my nearest relatives in Russia, I will be unable to pay my own fare on the railroad unless I have full time work this winter," writes one girl, and another adds emphatically, to the question "Do you wish a scholarship?" "*Yes.*" These same students who are unable to pay anything toward their own expenses at the time—and this applies to all but a very few of the workers admitted each summer—are active after the School in helping raise the scholarship fund.

Several applications summarize in an interesting way the general purposes of the School, as they appear to the workers. The following is typical:

"I did not enjoy the first years spent in the industrial field because of misunderstandings," writes one applicant. "I am beginning to learn that a life spent in the industrial field is not lost and can be made worth while by taking a broader view. I am anxious for the knowledge that will better equip me for this work."

And to this general statement another girl adds what is evidently in the minds of all, "In favor of more Summer Schools for women workers in industry!"

Changing Policies of Selection

The attempt to find solutions to the main problems of selection of students has gone steadily on from the beginning of the School. These questions fall into three general groups:

To eliminate the less serious-minded or immature stu-

dents, those unfitted mentally to meet the requirements of the School, and those with a serious language handicap.

To meet actual conditions in the industrial world in order to make the work of the School most effective.

To include in the School groups of workers considered an integral part of the industrial group, and to give them special training when necessary.

Elimination of Unqualified Applicants

Two groups of people concerned with the selection of students are the District Committees and the faculty of the Summer School. Throughout the history of the School these two groups have questioned and answered each other, and through this process have sifted out the problems of selection, and made an attempt each year to solve them.

The District Committees are always eager to know what standards they should maintain in recruiting; whether admission requirements are to be changed; and above all, how the accepted candidates fared in the School. Were their applicants unprepared in English or in any other way? Did certain ones show the results of preparatory classes? Did girls with inadequate school preparation maintain the standard of classroom work?

The faculty from their own viewpoint have other questions to ask. Could the standard of work in the School be raised? Could applicants with a serious language handicap be eliminated, or those without any industrial interest, or those whose mental ability had not yet been tested by a series of evening classes? What could be done in the districts with reading tests or psychological tests in eliminating undesired students? Decisions on curricu-

lum, the content of courses, and the method of teaching are all affected by the answers to these questions.

Each year through more skillful recruiting on the part of the District Committees standards of work in the School have been raised. This fact is indicated by psychological tests, faculty ratings, and the reports of individual teachers. In spite of the gradual advancement of standards, however, the answers to these specific questions from the faculty are somewhat puzzling. As a test for mental ability the faculty early recommended that wherever possible, applicants should be enrolled in evening classes, and that when such classes were available, preference would be given to applicants who had attended during the winter. Promotion of such evening classes, either under the District Committee or in cooperation with another organization, has therefore become an integral part of the winter program of the School.

More and more the faculty place emphasis on English in all preparatory classes. Reading tests to help eliminate those with a serious language handicap have been in use, and in many districts a questionnaire on industrial conditions in the applicant's own shop, or the writing of a trade paper have helped to indicate what preparation the applicant has had for the School. Whatever the ideal plan may be, the elimination of the unfit candidate and the actual preparation of the others is still far from what the School desires. Very often applicants cannot be found early in the fall, when classes should start. If applicants are ready a teacher may not be available; or some one undertakes to instruct the class, and then through lack of skill or knowledge of this sort of teaching, becomes discouraged, or in turn discourages the student. Busy seasons in some industries coincide with the time when

students should begin to study, and, tired with overtime work, they cannot attend the class. Or, as is more usual of late years, a long slack season with no prospect of work makes the applicant feel that she will never be able to go to Bryn Mawr. Discouraged and tired with the round of daily job hunting, she gives up all idea of preparing for the School. Isolated students often find themselves without either teachers or books and often there is no class to join. For these applicants the plan of visiting teachers should be tried if funds could be secured and the right teachers found.

Lack of proper books for preparatory classes is another serious difficulty. From time to time the faculty have given definite suggestions on books for study classes, to begin as early as possible in the autumn. Carl Becker's book, "The United States, an Experiment in Democracy," was advised, first as a whole, and then only a few chapters. This book, which the district chairmen always considered too difficult, soon went out of print. In 1927 the School arranged with one of the instructors, Miss Katherine Pollak, to put together material for a pamphlet, an introduction to economics, which has been used with applicants' classes in various cities, and seems to meet the needs of prospective students.

It is clear that for the present the School must make provision for the student struggling with English. From the large cities come the foreign-born applicants. These always include a number of girls who have difficulty with English. If they cannot be sufficiently prepared for the School in one winter of English classes, should they not wait for another year or two before applying? Many students say that their progress in English has been more encouraging during the School term than in several years

of evening classes. Very often, as the faculty realize, some of these girls are very fine students. For this reason an able girl not yet proficient in English is often accepted for the School, sometimes to the regret of the faculty, who must make special provision for her in classroom work.

To eliminate applicants with little interest in industry is a more difficult question. A committee in a southern or middle western city thinks it an achievement to find one or two applicants interested in attending the School; a double triumph to find girls who are able to do without their wages for two months. If in addition the Summer School insisted on a well-developed industrial interest as a qualification for acceptance, these hard-working committees would think the requirements very unreasonable. An attempt has been made to eliminate the immature student by raising the age limits for candidates. Originally 18-35 years, the age requirements is now 20-35. Two years' experience in industry was made an additional requirement. These changes have tended to give the group a more serious character, as older workers with a longer industrial experience are likely to have a more serious interest in industrial questions. In holding to a policy of national recruiting, it is clear that the School must make provision for the backward student and the language handicapped. On the other hand, there is no doubt that much more can be done, even under present conditions, in educating local committees to the requirements of the School: in establishing more local classes, especially in English; and in enrolling applicants for these classes earlier in the year.

To raise standards in any school must be a gradual process. It must be very gradual in the Summer School,

which has committed itself to an attempt to educate workers "from the rank and file of industry." Until that rank and file can find and use educational opportunities nearer home, the School itself must take the best candidates that can be found, and always looking to an ideal future, still face the actual problems of these candidates among all the difficulties of a very perplexing present.

Effectiveness of the School in Relation to Industrial Conditions

To meet actual conditions in the industrial world, in order to make the School work effective, has involved a careful study of industry itself and of the number of women workers employed in different trades and industrial centers. The policy of accepting students from isolated communities where few women are employed was discarded after the early years of the School in favor of a more concentrated plan of recruiting. It was found that an isolated student in returning to her own community was too lonely and became discouraged in what she tried to do. To choose workers from larger centers and not less than two candidates from any one community seemed more in accordance with the purposes of the School, making its work conform to industrial conditions and bring about concentrated results. In 1925 a study made by the Executive Secretary of the School determined the location of large industrial centers employing women in the greatest numbers. Since then other smaller centers have been disregarded in recruiting. Thus a nucleus of Summer School students, gradually increasing in number, is active in every important industrial city.

To carry this concentration a step farther, the faculty in 1925 recommended that a special group from one in-

dustry should be selected, in order to study the problems of that industry in some of the economics sections, and also to reach a larger number of workers in a trade employing many women. The admission of ten students from the textile industry in addition to the usual number was recommended. In order to carry out this plan more completely, this same industry was again selected in 1927, and was represented by twenty-two students.

In meeting educational standards of the School, the effort to discover actual conditions of industry has modified the School requirements. A change was made in 1926 in the requirement of an eighth-grade education as a preliminary for the School, to a sixth-grade requirement. This was recommended by the faculty. Here again, opinion was very much divided. The majority of students met the eighth-grade requirement, and at first sight the change seemed like lowering an educational standard. On further consideration, however, the arguments for such a change won a favorable vote. It was pointed out that this educational requirement had of necessity become so flexible that it meant nothing. In some cases applicants had been accepted with fifth-grade education, or with no formal schooling at all, and had done as well in the School as anyone else. It was pointed out that 66% of all children in school have left after the sixth grade. With a policy of national recruiting it was impossible in some sections of the country to find candidates, well qualified in every other way, who had been in school through the eighth grade. Also it was impossible to state what amount of work in night schools or evening lectures should be determined the "equivalent" of elementary schooling. The argument which finally secured a favorable vote was a study made by the School faculty of the

work done by students who had not reached the eighth grade. It was found by a careful analysis of faculty ratings, papers and tests that the girls who had completed the fifth or sixth grade had maintained as high a standard of school work as girls from eighth-grade preparation. Whatever reasons may lie behind this fact, it was convincing to the Admissions Committee, and the new educational requirement, "Sixth grade, with supplementary study when possible," was put into effect.

Consideration of Various Groups of Workers

To include the right groups of workers among those accepted for the School has been almost as difficult as to eliminate the wrong ones. The first definition "women working with the tools of their trade, and not in a supervisory capacity," is open to many interpretations. From the first clerical workers, teachers and store workers have not been considered eligible. Telephone operators have always been considered part of the industrial group. After the first summer, hotel and restaurant waitresses were admitted.

In 1926, the question of admitting colored students was brought before the Admissions Committee. After consultation with the District Committees it was finally decided to include a group of colored students. Colored women, it was pointed out, were working side by side with white women in many factories, were members of various unions, and should be included in the School if rank and file workers were to be reached. Five colored students were admitted in 1926 and, as has been described in another section ("The Summer School Students"), so won their place in the School that the policy

of including Negro workers in the student body each summer is now taken for granted.

"Group A," as it was known in the earlier days of the School, was given special consideration in all the discussions of those first years. Part of the original purpose of the School had been to offer educational opportunities to some of the leaders among women in the labor movement, women "not employed with the tools of their trade, but who are an integral part of the groups accepted in the School." Under this general definition, outlined in 1922, have come to the School organizers in trade unions, business agents, or women formerly rank and file workers, whose connections with industry have been through executive positions in the Y.W.C.A. or in some labor college. This leaders' group in the School has helped the other students to understand the part women have played in industry and in the labor movement. These students have taken the same courses as the others and have not been a separate group in the School. Only three or four of these special students have been enrolled each year. Because of heavy responsibilities in their own organizations they usually cannot get away for a two months' course. (The possibility of offering a one-month course for this group is discussed in the section on Curriculum.)

Akin to these students in that they are rather more advanced in the work they require than the average first-year students, are the second-year students who have attended Bryn Mawr. In 1922 it was proposed that a number of students from the class of 1921 should be admitted again. Immediately there was a sharp division of opinion in the Admissions Committee and in the Joint Administrative Committee. The student representatives

on the committee themselves spoke against the resolution, maintaining that the purpose of the School should be to reach as many first-year students as possible, not to give a more extended opportunity to a few. The college members of the committee, realizing perhaps better than the workers the value of systematic training over a longer period, were in favor of planning second-year courses. The executives of the School also were in favor of bringing back students who could help to carry on School traditions and interpret the School to new students. Finally it was recommended that 15 to 20 students should be enrolled for second-year work. It was made clear to the alumnæ that the School needed this group and that if former students applied again for the School, it would not indicate a selfish desire for a second year at the risk of excluding a new student. As it has actually happened, from nine to fourteen students have been enrolled each year since then for second-year work. (The courses these students take are described in the section on Curriculum.) The question of third-year work was discussed and it was decided that until a larger number of second-year students could be found, courses for third-year work should not be offered. The economic pressure on all industrial workers is so great that it would be impossible at present to secure more than fifteen or twenty students for second-year work. Workers attending Bryn Mawr for one season and thus without wages for two months find it extremely difficult to plan for a second term immediately. Now after two or three years, a few more applications are coming in from a larger number of former students for a second year. These workers have been able to save a little after steady and well-paid work, and therefore are able to sacrifice wages for another two

months. All second-year students are selected on two counts: the rating of work given them by the Summer School faculty, and the recommendation of the District Committee on the basis of their effort to continue studying or to participate in useful activities in their own communities. Second-year students are selected first by the Admissions Committee and then the number chosen is subtracted from the quotas assigned to the districts.

Borderline cases offer controversial questions to all School committees. Just what is an industrial worker? Is a girl who works in a factory at some clerical process to be considered more eligible for the School than a worker in a factory department of a store? Is a stock room clerk eligible or a store packer doing strictly mechanical work? Should an elevator operator be admitted? Shall a telephone operator from a doctor's office be in the same class as a telephone operator from a public switchboard? If a waitress from a small restaurant is accepted, why not one from a large household where many domestic workers are employed? These and other questions arise every year, submitted by each local committee to the central Admissions Committee. Usually the test of eligibility is made the contact of the girl with her group. Is she in a position to reach a large number of industrial workers? Does she consider that she is employed in industry, as an industrial worker? Or are all her interests and contacts among clerical or store workers?

A recommendation brought before the faculty in 1926 by Professor Amy Hewes suggested that at least three scholarships be saved for workers from European countries, whose traveling expenses might be contributed abroad. This recommendation was passed by the Joint Administrative Committee and as a result the School in

1927 welcomed its first international student, Miss Irene Pickup, a chocolate decorator from the Rountree Chocolate Factory in York, England. Her contribution to the School was so marked, that it was voted to continue these scholarships, increasing the number if possible to five. In 1928 these five scholarships were awarded to two workers from Sweden, two from Germany and one from England, a group of students who gave much to the academic and social life of the School.

The possibility of increasing the size of the School is mentioned occasionally in the records. This has always been opposed by those who know the School best. A slight increase would of course be negligible, but to have a much larger school for such a short term would considerably increase expense, and also make administration more difficult. Students would not know each other so well, and the School would lose the unity now achieved. If the national character of recruiting is continued, more candidates well qualified for the School would in certain districts be hard to find. On the whole, small local units seem to be desirable in future development, rather than an increase of numbers in one centralized school.

The Admission of Students

The admission of candidates has been in charge of a Committee made up at first of three Bryn Mawr alumnæ, two Bryn Mawr College faculty members, and two labor representatives. Later it was decided that this committee would more logically be composed of the district chairmen, or as many of them as could reach Bryn Mawr for meetings, together with an equal number of student representatives.

In April of each year the Admissions Committee makes

final choice of candidates for the School. The chairmen of the accessible districts come with their lists of recommended candidates and for two days meet with representatives of labor to select the prospective students. This discussion gives every chairman a comparative idea of her own candidates with those from other parts of the country and new light on her own problems of recruiting. "This has been an education to me," a new chairman will often say; "I hope I can come every year."

Eighty students were chosen for the first Summer School. One hundred have been admitted each year since. At first the committee made a selection of 100 for the School from among all the applications—often over 200. Then it was found that sometimes the School did not have its full quota when the day of opening arrived, as so many candidates had to withdraw their applications.

The Admissions Committee has learned, therefore, that it is wise to choose a larger number of students than can be accommodated at the School, so that the shrinkage in applications before the School opens may be met automatically. At first a plan was tried of choosing a number of alternates, to take the places of the girls who had to withdraw. This was not very satisfactory. The alternates, informed sometimes at the last moment that they would be given a place in the School, were often unable to make use of the sudden opportunity. The realization that they were "second choices" was also not very cheering and in some cases handicapped them with other students who realized this fact. The present plan seems to be satisfactory; to choose 120-130 applicants, and then trust to fate and the laws of economics to reduce this number to 100 approximately, all that can be accommodated at the School. If the whole number of accepted candidates

should actually appear at Bryn Mawr on the opening day there would be amazement, and, for the moment, consternation. Some arrangement of course would be made to keep them. But the usual situation is that of the summer of 1927 when the day before the School opened there was no assurance, because of the serious unemployment condition, that all the students would actually be able to come. The number selected in April had been 130. That number had soon reduced itself to 96, and only a last-minute program of intensive publicity and recruiting had brought the total up again to 100.

Withdrawal may be for a number of reasons—illness in the family; lack of preparation and a decision to wait till another year; or, in the majority of cases, unemployment on the part of the worker or some member of her family. Often when work has been very slack as in the years of 1926 and 1927, candidates are forced to decide that they cannot risk losing even a little work during the summer, and that therefore they cannot come to Bryn Mawr. In time of industrial conflict union members find themselves with extra work or responsibilities, and withdraw their applications. Industrial workers have such a narrow margin of savings that any emergency in a family means a complete disarrangement of plans for the School. Students are always urged to fill out an application blank early in the year and enroll in an evening class. But only too often an able and eager candidate is forced to withdraw, and this withdrawal is in itself discouraging. She begins to believe that unless through a miracle she cannot hope for further education.

In preparation for the Admissions Committee each District Committee arranges its recommendations of candidates in three groups, A, B, or C. First choices are

accepted automatically in rotation from each district, five or ten at a time. When candidates from the "A" group of every district have been chosen, the Committee makes a blackboard analysis of this selected number, usually about 60 girls.

How many of the students chosen are union workers? How many non-union? What percentage are from the garment industry? What nationalities and races are represented? When this analysis has been completed, the committee proceeds to the selection of the rest of the School, keeping a certain proportion of trades, union and non-union workers, and nationalities. An equal number of union and non-union workers is always chosen. The Committee has learned, however, that actually to secure fifty union girls when the School opens, a larger number than fifty must be on the original list.

The number of garment workers accepted for the School is always discussed. As more women are employed in the garment industry than in any other in the United States, and as garment workers predominate among foreign-born workers in our industrial cities, the Committee always receives a large number of these applications. Usually about 30 or 35 garment workers are accepted; that is, about one-third of the School.

The doubtful cases are many and varied. Shall this foreign-born candidate, because of her obvious lack of training in English as shown by her letters and her application blank, be asked to wait a year, and study English? Should a southern girl who has had a fourth-grade education only—none other was available in her mountain village—be admitted because of apparent leadership in her industrial club? Will her evident ability to learn from people, and training through responsibility make up

in some way for lack of elementary schooling? Should four years of scattering lectures in evening classes be counted the equivalent of a grade school education for a girl who has never had a day of formal schooling, yet now holds a position of leadership in the labor movement? Shall a brilliant girl who has completed two years of high school and is a leader in recreational activities be given a place when the committee has a well-founded suspicion that she is applying only for the sake of two months' vacation? These and other questions in relation to industry are discussed by the committee and settled whenever possible according to the recommendation of the district committee concerned.

After the final decisions are made many letters are sent out; to candidates accepted, telling them that they have been put on a tentative list, and that final decision will depend on the result of their medical examination; to rejected applicants, encouraging them to apply another year; suggesting other possible ways for them to continue their education, or informing them that they are not considered eligible for the School because of lack of industrial qualifications or previous schooling. Another series of letters goes to the district chairmen, asking them to arrange medical and oculist examinations for all their accepted candidates. Letters are also exchanged with the districts up to the very day of the School's opening, in order to make sure that all arrangements are complete for the accepted candidates to reach Bryn Mawr; and in case the withdrawals have been too numerous, to supplement the list with a few candidates selected at the last moment, after advice from local committees.

The final steps in this long process of admissions are taken when a generous sheaf of information is sent out

to every name on the list of applicants, giving full directions in regard to every detail of life at the School, and when, on the day the School opens, these lists of names miraculously come to life, and the students of the Summer School are welcomed at Bryn Mawr.

The Summer School Alumnæ Association

An active organization of the former students of the School began its work in the winter of 1921-22. Its purpose according to its constitution is "to band together the students of the Summer School, to insure their cooperation and maintain their interest in the School and in the general movement toward workers' education." Officers were elected, a President and a Secretary, and a simple constitution drawn up. The dues are $1.00 a year. District groups have undertaken to raise scholarships and to find new students for the School. Elections of labor representatives for the Joint Administrative Committee have been conducted each year. Annually the Association issues a Christmas number of the School magazine, with letters and articles from students, and notes on events in the field of workers' education. Faculty and staff of the School are invited to become fraternal members of the Association, and a fair number have accepted. Although all its clerical work is done in the Summer School office and all records of former students are kept there, the Association itself pays for any letters sent out, and for the annual Christmas number of the magazine. Former students have worked with various Summer School committees in the distribution of questionnaires on workers' evening classes and are serving as members of many recruiting committees, taking an active part in speaking before meetings of unions and industrial clubs,

in finding applicants and in interviewing them. The School attempts to inform the Association of every important change in its policies, and to help them with publicity work by issuing a list of "Talking Points" each summer, covering the main facts of the School and its organization. The Executive Secretary of the School works very closely with the officers of the Alumnæ Association. It is interesting to note that the Summer School alumnæ in different parts of the country have been asked to serve on the boards of other Summer Schools for Women Workers.

Significant features of alumnæ activities are the district conferences, arranged by the students and the chairmen of the larger districts. These conferences often held during an October week-end at some vacation house in the country usually bring together fifty or more students, together with Summer School faculty, applicants, labor college representatives and Y.W.C.A. industrial secretaries. Sometimes a joint conference is held with a local labor college or with the Y.W.C.A. A reunion supper, with songs and speeches, is often held; one session on some industrial problem and another on workers' education. Discussion is conducted sometimes by outside speakers, college professors, trade unionists and employers, and sometimes by the students themselves. A business meeting of the students in the district to elect officers and plan winter work usually ends the conference.

The following anagram, published in the School magazine, describes the work of this alumnæ organization:

DISTRICTS

*D*o you know what our students are doing this year?
*I*n various letters the facts will appear,
*S*peaking in public and classes between,
*T*eaching the workers what study may mean,
*R*aising some scholarships,—wont it be great
*I*f scholarship money rolls in from each state?—
*C*lasses for candidates, no one will shirk,
*T*rying to better conditions of work,
*S*tanding together, although scattered far.

Summer School students, at work for Bryn Mawr.

CHAPTER VIII

RESIDENT SUMMER SCHOOLS FOR WOMEN WORKERS IN INDUSTRY

Reorganization for Expansion

A committee of almost forty people called even once a year to decide the policies of the School seemed unnecessary and expensive after those policies had become well established. A special "Committee on Reorganization" appointed in 1926 considered the size of the Joint Administrative Committee, and then discussed a possible program of expansion for the Summer School idea.

The thought of expansion was not an entirely new one, for President Thomas and others on the original committee had hoped that in time other colleges might take part in this movement by offering their buildings for workers' schools. As interest in the Bryn Mawr School had grown there was every indication that this hope would come true. It seemed desirable for every reason that the experience of Bryn Mawr should be used by any other colleges wishing to establish similar Summer Schools. Failure of one new experiment in this field,—failure due to lack of information on fundamental policies in organization or in teaching,—might mean retarding the whole movement in the United States, or else so far as the workers were concerned giving it a turn in the wrong direction. The reasons for an expansion program were

stated in a preliminary report of the Reorganization Committee:

"The Bryn Mawr idea of a Summer School for Women Workers held in college buildings during five years of experiment has proved increasingly successful. It is therefore highly desirable that other colleges should also open their buildings for such schools in order that the movement may expand. At present they are deterred largely because of the expense and the responsibility involved. The plan proposed below should bring to the movement increased resources by widening the circle of persons who would participate in the work of the School. This enlarged interest should be of marked advantage in such problems as recruiting the best students and securing the best qualified instructors and tutors, as well as in the problem of finance.

"During the past five years Bryn Mawr has had marked success in experimenting with new methods of teaching in workers' classes. The principles of democratic control, freedom of teaching and discussion tested at Bryn Mawr since the beginning of the Summer School have been well established as a practical basis of organization for any such school. This experience should be conserved and used for the benefit of a larger group.

"The alumnæ of other colleges beside Bryn Mawr have expressed their interest in sharing in the experiment of a resident summer school for women workers. The time seems to have come, therefore, for the responsibility of this enterprise to be distributed among a larger group of people."

The plan proposed by the committee and finally accepted in 1926 provided for the gradual organization of Summer Schools conducted at colleges utilizing the central administrative office for winter work. A reduction in the membership of the Joint Administrative Com-

mittee was made, from 40 to 20, four alumnæ from other women's college taking the place of four of the Bryn Mawr representatives. Women in industry equal in number to the college representatives were still to be elected by students of the School, and faculty representation was continued. President Thomas was asked to be a permanent member of the committee. The Joint Administrative Committee of the Bryn Mawr Summer School for Women Workers in Industry changed its name to the "Joint Administrative Committee of Resident Summer Schools for Women Workers in Industry."

The new representatives from other colleges, it was decided, should be drawn from the alumnæ of the women's colleges, rather than from college faculty and trustees. To stimulate alumnæ interest throughout the country and secure the help of other college women on the District Committees was one distinct purpose of the new plan. The Boards of Directors of the Alumnæ Associations of the eastern women's college were asked to suggest names of alumnæ who might be qualified through their interest in industrial questions or their experience with educational institutions or organizations to give service on this new Joint Administrative Committee. It was decided in selecting these representatives that they should be invited as individuals and not as representing in any way officially either their own Alumnæ Associations or their colleges. A new constitution was drawn up in the fall of 1926 in accordance with the wider plan of representation. (See Appendix N.) Miss Hilda W. Smith was elected Chairman of the reorganized committee. The new feature of this constitution was the provision for a nominating committee for the college group as there was no other practical way to secure a

changing group of alumnæ from different colleges. These nominations were voted on by the whole committee. The representatives of women workers in industry were still nominated and elected by the former students of the School by proportional representation.

The gradual change to an intercollegiate basis in the college group on the committee is reflected in district organization and in the Summer School itself. Since 1926 an effort has been made to include on each District Committee more women from other colleges, as well as some from Bryn Mawr. The association with these other alumnæ groups in many cities has meant an increased interest and active support. Instead of having only Bryn Mawr undergraduates act as recreation assistants in the School, these summer positions are now distributed among recommended undergraduates from various colleges. The Summer School no longer belongs only to Bryn Mawr, but to all women's colleges.

Plans for Other Summer Schools

Since 1926, when the Joint Administrative Committee was reorganized to promote an expansion program, a systematic effort has been made to discover the possibilities for future schools for women workers, and to unify the whole movement.

This effort is concerned largely with an attempt to establish local resident schools for workers, which will draw students from a fairly restricted area, rather than to develop another nationally-recruited school such as Bryn Mawr. Such local schools could not fail to focus the work of evening classes, and stimulate a more systematic educational program. Workers applying for a summer term might test themselves for the first time in

a school near home, then consider Bryn Mawr for a second term. At present many applicants inadequately prepared and with little experience in concentrated study travel far to come to Bryn Mawr, and sometimes become discouraged if they do not immediately gain from their courses what they need. For such students, a preliminary period in a local resident school would give them confidence in themselves and practice in a method of study. Bryn Mawr as a national school might well develop a more advanced program, giving to each student wider contacts with other workers, and logically following an elementary course in a local school.

The Wisconsin Summer School, organized in 1924 as an independent venture somewhat on the plan of Bryn Mawr, was the first resident Summer School for Workers organized in a state university. Each year from forty to sixty workers have been in attendance, drawn mostly from the Middle West and including recently a few men. This School is meeting new problems, those associated with any state university, but in the midst of a large Summer School of thousands of students is preserving the identity of the school for industrial workers, and adapting a teaching method to meet their needs.

Another venture organized independently has resulted in the Southern Summer School for Women Workers in Industry, held for the first time in 1927 at Sweet Briar College in Virginia, and in 1928 at the Carolina New College in Burnsville, North Carolina. The colleges assumed no responsibility in regard to the policies or administration of the School, but offered the use of buildings and equipment. Twenty-five students were enrolled each year, almost entirely from southern industries. Economics, English, and physical education were the first

courses offered. A number of former students of the Bryn Mawr Summer School served on the controlling committee of this new school, recruiting in their own communities both for the Southern School and for Bryn Mawr. As stated in the publicity folder, "the purpose of this School is to give women in industry an opportunity through study and discussion to develop a deeper appreciation of life, and a clearer understanding of their part and responsibility as industrial workers." One feature of the original plan of this School was to hold a summer session in a differen southern state each year, thus giving workers from each state a chance to attend for one term at little expense. A more recent decision indicates that the Southern Summer School will remain in North Carolina.

In the winter of 1927, Barnard College proposed that its classrooms might be used for a non-resident school, and asked the Director of the Bryn Mawr Summer School to help organize it. This School, which started independently and held its first session with twenty-six New York workers in the summer of 1927, enrolled 43 students in 1928, and has now joined forces with Bryn Mawr for winter work in the New York district, recruiting and raising scholarships under joint committees. The New York Summer School students from Barnard and Bryn Mawr have also united in one district organization. The Barnard School differs from Bryn Mawr only in its non-resident feature, having the same plan of courses, the faculty including a number of the former instructors and tutors from the Bryn Mawr School. The fact that students lived in their own homes, going to the college for a full program of daytime classes, meant greater ease in adjustment to study and simplified many

problems which exist at Bryn Mawr. This type of school may very well prove to be that best adapted to conditions of a big city, and may serve as a model for other schools in large industrial centers. Miss Ernestine L. Friedmann, formerly Executive Secretary of the Bryn Mawr School, is now the Supervisor of the School at Barnard.

These other three Summer Schools have recently indicated their desire for greater coöperation in this educational field. District problems obviously overlap when two schools are recruiting students and raising money in the same section of the country, and joint committees functioning for Bryn Mawr and the South or Wisconsin and Bryn Mawr have already been organized in some cities. It remained for this working relationship to be carried into the central organization through representation of the various schools on one central committee. Such affiliation should strengthen all schools through the establishment of a bureau of information on such questions as curriculum, teaching methods, publicity, or international connections, and should direct district recruiting and money raising. On the other hand, any new plan of central organization must leave each school free to decide its own policies in regard to curriculum, faculty appointments or the admission of students, in the light of its own local conditions. Through some such arrangement it is believed that the existing schools would benefit, new schools would find a practical basis for future affiliation, and the various experiments could be developed as one unified movement.

In 1927 the Barnard School and the Wisconsin School expressed their wish that some such plan of affiliation might be put into effect. In 1928 the Joint Administrative Committee of Bryn Mawr took still another step in

reorganization to include on this committee representatives from other Schools. Representatives from Wisconsin and Barnard were present at the committee meeting in December, 1928, and problems relating to all three Schools were discussed. Joint District Committees for finding and preparing applicants, and coöperating Finance Committees are being developed in sections of the country where two Schools are at work. Special study will be made of educational problems in which all the Schools are interested, such as curriculum, teaching, preparation of candidates, and work with former students. A special committee has been appointed to consider the future development of new schools as local interest points the way to them. Resident schools established where needed throughout the country, all working together to strengthen and gradually expand the whole movement, is the eventual aim of the Summer School organization.

One more outgrowth of the Bryn Mawr Summer School may be mentioned here, although still in the future. Those closely associated with the students of the School have realized that the next step in their educational program should soon be taken. Except for Brookwood, of proved value for many Summer School students but too advanced for others, there is no resident school in the United States where workers may go after a Summer School course to receive instruction adapted to their needs. An eight months' course liberal in character, based on the two months' curriculum of Bryn Mawr and other Summer Schools, has recently been planned for those women workers who could spend a few more months in study. A large house and twenty acres of land on the Hudson River about two hours by train from New York have been given for such a resident school, in the hope

that sufficient funds may be secured for tuition scholarships so that the School may open by the fall of 1929. Summer School students are eagerly saving money for living expenses, and are expecting to do the housework in order to reduce costs. Organized by teachers and students of the Bryn Mawr School, controlled by a similar joint committee of college and workers' representatives, and with the same general purposes, the new Vineyard Shore School when established will carry farther this educational movement, including training for teachers of workers' classes in its general program. Students it is expected will go back into industry with a more thorough understanding of industrial and social problems, a little more skilled in the use of those tools of education which Bryn Mawr first put into their hands.

CHAPTER IX

RELATION OF THE BRYN MAWR SUMMER SCHOOL TO THE FIELD OF WORKERS' EDUCATION

Labor Interest in the School

After School purposes and control had been thoroughly discussed during the first summer, those responsible for the School realized the importance of giving a true idea of the Summer School to the labor movement. In spite of skepticism on the part of some of their fellow trade unionists, individual union members had convinced others of the value of the School to the organized worker. The conference of leaders in the labor movement during the summer of 1921 had won new support for the idea of the School. The endorsement of the American Federation of Labor at its Denver convention in 1921 did much to strengthen this support. It was obvious that little financial help could accompany this wider interest. A few unions have contributed to the scholarship fund of individual members, have paid carfare, or given for incidental expenses. Many trade unionists have recommended members as applicants. But as a women's undertaking, by which women would primarily benefit, the Summer School has had a difficult problem to arouse interest among unions composed largely of men busy with their own programs.

A vital interest in the School has been shown by women

leaders in the organized labor movement. These women, some of them members of the original committee organized by President Thomas in 1921, have ever since given active service, on committees of the School or through their own organizations, in recruiting students and interpreting the School to the labor movement. The interest of these women leaders has been increased and strengthened through the support given the School by some of its own former students, members of the same organizations.

Endorsements have been given to the School by various State Federations of Labor; Maryland, Colorado, Nevada, Virginia, and Massachusetts among others. At the opening of the School in 1923, Mr. Samuel Gompers sent a friendly letter of greeting, and in 1926, Mr. William Green, recently elected as President of the American Federation of Labor, was the speaker at the opening of the School.

Through every summer many leaders in the labor movement make a point of visiting the School, either as speakers at a forum or conference, or at the invitation of some union members who are students. The forum on "Organization and Legislation" in 1923, the one on the "Bargaining Unit of Labor" in 1924, the conference on the Textile Industry in 1926 as well as the conferences on "Unemployment" of the Philadelphia Labor College in 1927 and 1928 have all brought to the campus men and women officials of unions affiliated with the American Federation of Labor, and also representatives of independent labor organizations, such as the Amalgamated Clothing Workers of America and the Amalgamated Textile Workers Union. To see the School in action, to talk with its students and faculty, and to realize the freedom

of discussion and teaching which is characteristic of the School is more convincing to these labor representatives than any printed statements, or any theoretical attempt to interpret the School to the labor movement.

The Summer School has always had a friendly working relationship with Brookwood Workers' School, at Katonah, New York. A number of the women students enrolled at Brookwood each year are from the Summer School. The School has also made contacts through applicants, teachers and former students with many of the labor colleges conducted throughout the country in large industrial centers.

Although the School, because not under trade union auspices, is not affiliated with the Workers' Education Bureau, the coördinating agency for the workers' education movement, the Bureau and the School have always worked in close coöperation. Questions of prospective faculty, of textbooks and of methods of teaching have been discussed and representatives of the School have attended the Bureau's conferences. In 1923, the School was involved in the report of the Bureau's convention proceedings, through unexpected newspaper publicity. The question of affiliation with the Bureau was being discussed. The Summer School had not asked for affiliation, as it realized that only schools and classes under trade union auspices were eligible for membership in the Bureau. Twenty-nine Summer School representatives, students and faculty, attended this convention, in the course of the discussion having opportunity to explain the policies of the School, and to win new interest from this gathering of workers and teachers. For this reason it was surprising when newspapers all over the country featured the headline, "Labor Repudiates Bryn Mawr," with

an article stating that the Summer School had been excluded from affiliation. As a number of other independent groups had also been excluded automatically by the terms of the Bureau's constitution, this article was entirely misleading, and caused much comment throughout the country. Former students of the School were so puzzled that the School issued a statement to clarify the situation and explain that no action had been taken against the School at the convention, except in so far as all educational agencies not under the trade union movement had been excluded.

It is well understood that many of the leaders in the organized labor movement are suspicious of any attempt outside the labor movement to offer education to workers. It is natural that they should discount the sincerity of purpose of these other groups, and believe that workers should turn to the labor movement for true workers' education. Resident schools for workers conducted with the help of college groups have come under this ban of suspicion, which will be dispelled only by cumulative evidence from the students themselves that the teaching is impartial and free and that the teachers have an understanding of labor problems. The joint control of such a School by college women and women workers is also a reassuring element in the situation, promoting mutual confidence between these two groups.

Confidence in the School among trade unionists has been further strengthened by the appointment to the staff, in the second year of the School, of a representative of organized labor. Miss Agnes Nestor of the Glove Makers' Union first held this position, and later Miss Matilda Lindsay, of the Federal Employees Union, herself a former student of the Summer School. Created first

as a summer position, the appointment has recently been for the entire year. The work of the Labor Representative in summer is to interpret the various groups in the School to each other, and to help make contacts for the School with leaders of labor organizations and the labor press. In winter, she has been concerned primarily with the applicants and the former students of the School, with the organization of the District Committees, and with the interpretation of the School to the labor movement.

All the connections of the Summer School with labor and its representatives are hard to trace, involving as they do so many students in so many different parts of the country. The growing confidence in the work of the School as tested by the activities of its students all over the country gives new hope that other coöperative adventures in education may develop, built on the realization that through an educational program colleges and labor can come to understand each other.

The Field of Workers' Education

Bryn Mawr College in opening in 1921 the Summer School for Women Workers in Industry gave the movement for workers' education a turn in a new direction. This School marked the beginning in this country of the movement to use empty college buildings in summer for groups of workers, and to conduct such schools under the joint control of college women and women industrial workers.

The United States has lagged behind European countries in the development of schools for adult workers. In Sweden and Denmark, Austria, Germany and England, and more recently in Russia, evening classes for workers and resident schools have been established. Different

types of schools and classes have developed in various countries. In Sweden and in Denmark the movement has taken the form of resident Folk High Schools and evening study circles, which have brought about fundamental changes in the national life. In Germany departments of state and city governments assist in adult education, and government appropriations help support the classes. Where these funds failed, immediately after the war, teachers have rented small apartments, gathered together groups of men and women workers, all, including the teacher, going out to their own trades during the day-time and studying together three or four evenings a week. Resident Schools conduct courses under the most difficult conditions in various parts of Germany, students attending for a term of four months, combining care of the house and farm with an intellectual program. In England the movement has developed largely through evening classes conducted under the Workers' Education Association. These classes covering a three-year term qualify students for a two weeks' Summer School at one of the universities. Ruskin College, at Oxford, the Labor College of London, and resident schools for men and women have carried farther the program of these evening classes. In Russia since the revolution Schools for adult workers have been widely established under departments of the Soviet Government.

In the United States the movement for the education of industrial workers was begun as early as 1903, by the trade unions, but did not develop far until 1918, when Trade Union Colleges conducting evening classes were started and took root in Boston, under the Central Labor Union; in Chicago and New York, under the Women's Trade Union League; and in the International Ladies

Garment Workers Union of New York, Philadelphia and Cleveland. Today there are at least thirty of these local labor colleges carrying programs of evening classes for workers, both men and women. The Workers' Education Bureau, established in April, 1921, is a coördinating agency for the whole movement.

Amherst College in the winter of 1920 took the first step in a coöperative effort toward evening classes, by establishing such classes for workers in near-by industrial towns, and supplying teachers from the College. These classes were attended for the most part by men.

The most widely known venture to establish a resident course for workers in this country was made by Brookwood Workers' School in March, 1921, a school offering a two-year course and giving training for active work in the labor movement.

To those who have attended conferences on the subject of workers' education it is obvious that the very definition of this term is still a controversial matter. The distinction between workers' education and adult education is clear only in the minds of those who have given the question a good deal of thought and are familiar with the educational needs of industrial workers. By the general public the two terms are often confused. According to the narrowest definition often heard at conferences of workers and teachers of workers' classes in the United States, the term "workers' education" may be used only for those educational efforts initiated and controlled by organized labor. The purpose of such education is to inform the workers as to their own industrial problems, in order that they may take an active part in the solution of these problems through the labor movement. Adult education,

as distinct from this type, offers an educational program in many fields for all those grown people who desire to study, but is not necessarily adapted in its teaching method to the needs of an industrial group.

The Bryn Mawr Summer School, coöperatively controlled by college women and women workers, followed no set pattern in its organization or control, and therefore has been the subject of attack and controversy. Those who accept the narrowest definition of the term "workers' education," may truly say that the Summer School cannot be considered as within this movement. The School is controlled by an independent committee representing various groups of women interested in industrial and educational problems, including organized women workers and students of the Summer School. Its stated purpose shows that its educational aims require the inclusion of æsthetic and natural science courses, together with the study of social and economic problems. Its curriculum, teaching method and emphasis on industrial problems, however, make it similar in character to other workers' schools, leading to increased responsibility among industrial workers for the solution of their problems through individual and group action. These facts distinguish the Bryn Mawr Summer School from other schools in the general field of adult education, and give it a definite place among workers' schools. Labor colleges are coming more and more to include courses which lead the student into new fields of thought and interest, and there is no doubt that the workers themselves wish such courses included in a study program. At the same time they keep very definitely in mind that for them the primary purpose of education is a social one, leading to improved industrial conditions and a better social order.

Up to the present time no definite pattern has been set for the workers' school. There is room within this movement for schools of different types, each making a contribution to its development. A school like Bryn Mawr, liberal in its educational purposes but definitely taking into account the experience of the workers and leading to increased responsibility, may well be included in the group of schools which are pointing the way to a new definition of workers' education, applicable in the field of industry and also in the larger field of life.

Special Schools for Workers

One of the most frequent questions asked of those engaged in this field of education is: why special schools for workers? Why cannot this industrial group use the educational institutions already established? Why start a workers' school when there are endless opportunities in public school evening classes, university extension departments, and university summer schools?

The answer is three-fold. First, this group of workers cannot afford to attend the usual Summer School and pay its fees, or to enroll in university extension courses. Second, from the viewpoint of education, workers (few of them with any high school training) are ill prepared to understand those courses. Third, as industrial workers they have a special interest in the study of industrial problems, and cannot usually find courses in which this special interest is taken into account in the classroom, and their own experience evaluated as part of the teaching method.

Workers in our large industrial cities have many opportunities to study. Hundreds of them attend classes in English in the public evening high schools, or take

courses in technical subjects, such as bookkeeping or mechanical drawing. Many other hundreds, however, and this is especially true of foreign-born women workers, are "shopping around" in Extension Departments, and among scattering lecture courses, hoping in vain to find some course suitable to their mature interests and their lack of elementary preparation.

"I sat through that course last year," said one industrial worker who had gone through this process of sampling. "I didn't understand one word all winter, but I didn't have the nerve to get out. It seems too good to be true that there is a course given at the time I can take it, which I can understand."

Words alone offer insuperable difficulties, not only to the foreign-born, but also to the American worker whose formal education has stopped before she is fourteen. To catch the drift of a lecture course when every fourth word is unfamiliar would be a test for anyone. Again, it is almost impossible for the mature worker to find the subjects in which she is interested through the public school system. She can get English, and is often enthusiastic about these classes, but usually she cannot find courses in economics, in history, in psychology, in general science, or in literature, which give her advanced material combined with a simplified teaching method, and are taught with an understanding of her experience.

The following description, written by a Summer School student, gives a typical reaction:

"The classes in the night schools are as a rule too large. Only last winter I joined an English class in New York. I found that I had to spend two evenings in class before it was my turn to read a few lines. Nor could I derive benefit from

listening to the reading of the others since about twenty different people read one paragraph.

"Not only are the classes at night school too large, but they are composed of students with different objects in view. Many of the students are interested in credits. These students need to go through the subject quickly, whereas the rest may be interested in getting a more thorough knowledge of the subject. These suffer from a course in which a large part of the time is spent in memorizing dates and taking the roll. In the remaining time of the four hours a week they would study such tremendous works as the Bible, Goethe's *Faust*, Dante's *Inferno*, and so forth. Therefore the student who is not interested in credits, feels as if they were jesting about these great jewels of literature. Discouragement and indifference are the results on the part of the students. Many leave the school.

"Moreover, in large classes individual attention from the teacher is practically impossible. It is of extreme importance for the studying ability of people is not alike and the need for correction may vary.

"Workers need a special system of education. The fact that the student comes to the evening classes after a tedious day's work must be carefully considered. He is very tired, but he puts aside his need for rest, for recreation, his desire for music, for reading of books, or for carefree association with people. He prefers to gratify the stronger desire for that education which he has been cheated of by the necessity of having to earn money at an early age.

"The result of attendance at our night schools is that those who somehow persevere for a long period realize at the first opportunity how little they have learned in comparison with the length of time they gave."

A different situation prevails for the woman industrial worker from the small mill town. Here there is no such profusion of evening courses of any kind. She is lucky if she can enroll in an evening class in some industrial de-

partment of the Y.W.C.A. but in some industrial towns these departments have not yet been established. She is thrown back on her own resources for education, and unless she has developed a taste for reading combined with ability to read with understanding, she is without opportunity. If she can read, and enjoys it, library facilities are often lacking. Correspondence courses of the usual type seem far in advance of her powers unless she has been fortunate enough to have some years in high school. She falls back on the lighter magazines, the movies and an occasional lecture at the local church or women's club for her intellectual life.

Many girls who have attended the Summer School have said that two months of systematic instruction at Bryn Mawr has proved more valuable to them than years of lecture courses in their home cities. To the girl from the small mill town who has never had the opportunity to try such lecture courses, a whole new world is revealed when she comes to Bryn Mawr. In any evening class, no matter how skillful the instruction, the teacher and the workers are tired after a long day of work, and cannot put forth their best efforts. As someone said, the test of a successful teacher in an evening class for workers is whether he can keep the class awake. "The luxury of studying in the daytime," as one worker calls it, is by no means the least advantage of a resident school. It is a luxury which no other group of students appreciate to the same degree as do these industrial workers.

The other reason for special schools for workers is that this group should study in classrooms where the teachers take into account their industrial experiences and interest. Sometimes it is answered that it is not right to "stigmatize" the industrial workers by separating them from

other groups in an educational program. But the industrial workers themselves would reply that such separation does not stigmatize them, but creates conditions under which they can make better progress in study, as does any graded class. In the discussion of a prospective Summer School, where it was proposed that the industrial workers should mingle as much as possible with the thousands of students attending the University Summer Session, one of the workers remarked: "We don't care so much about these thousands of students. All we want is a chance to study." There is no doubt that this chance to study can best be given under conditions where the industrial worker feels at home, in small classes, with a minimum of lecturing, and under the direction of instructors who have an understanding of the problems of industry and a realization of the workers' need to gain a similar understanding.

To take a long look into the future of this whole movement is almost impossible. One may, however, note certain trends of opinion, and mark signs of progress in one direction or another.

As child labor legislation becomes more extended and is more effective, and as the age for school attendance is raised, it is to be supposed that a group of industrial workers of the next generation will not be forced into industry before they have had some high school training. If wages are increased or workers have a share in profits and control, the family income will become more ample and boys and girls who wish to go beyond the eighth grade in school will be able to do so. Teaching methods in our public schools, taking on more of an experimental character, may attract young people who at present prefer a job to a dull round of school work.

With the increased leisure which is bound to come as a result of a shorter work day in industry, community resources will be developed at the demand of those workers ambitious for education. To teach mixed groups of people studying together in the field of their special interest will become more practicable as the educational preparation of industrial workers and others will be the same. When that day comes, perhaps the labor movement will be ready to work with the colleges and universities in extending an educational program. Resources of college and university libraries and laboratories, the expert knowledge of research workers and teachers may be more widely used. The industrial worker, without the handicaps of inadequate preparation which at present hold him back, will find himself a student for long or short courses, resident or non-resident, with his fellow citizens in the community. Such fundamental changes are not to be expected in the immediate future, as they must involve a new attitude toward education and the social reconstruction of industry.

In the meantime, special schools for industrial workers are serving their purpose and are preparing men and women to take part in this more extended movement to raise standards and through education to change the conditions of human life.

Conclusion

This record of an experiment in workers' education is set down in order to analyze past experience as a guide to future action. It is difficult to see beyond the immediate next steps in the development of this movement, for the possibilities for growth and expansion are many. But it is not as a mass movement in education that one

hopes for this growth. The whole purpose of the Summer School has been carried out during the past eight years slowly and patiently, through the development of the individual for social usefulness rather than through an attempt to stir the crowd; it is concerned with clear thinking rather than with rapidity of progress; emphasizing study and understanding as the only basis of action. That a sure foundation of knowledge, together with the spirit of impartial inquiry may lead the former students of the School to a deeper sense of responsibility for the solution of their own industrial problems and the education of their fellow-workers is the hope of those who have fostered the Summer School through these past eight years.

In the Appendix of this volume will be found a list of faculty and staff, and members of the Joint Administrative Committee, all of whom have given active service in the development of the School. In addition the chairmen and members of fifty local committees, while too numerous to list, should be named as active in promoting district organization. To all those who have shared in the development of the School, this record may recall many problems now in a fair way to be settled; many days of hard work and anxious moments of indecision, when action of any sort seemed to lead to destruction; many delightful features of the School life and its friendly contacts in winter and summer. To those unfamiliar with the Summer School and its unfolding organization, the history of these past eight years may prove of interest, as an account of a new movement in education, small in its beginning, but full of promise for the future.

APPENDIX A

ADDRESS BY M. CAREY THOMAS

President Emeritus of Bryn Mawr College
At the Opening of the Second Summer School for Women Workers in Industry at Bryn Mawr College, June 14, 1922

It gives everyone connected with Bryn Mawr College much pleasure to know that for the next eight weeks its green lawns and gray stone buildings will be used by ninety-eight women workers in industry. Few things in my life have been more exciting than your coming to study in Bryn Mawr College. It is an adventure for us and for you, an adventure that may have the happiest results. You and your teachers are beginning here something that may help to bring about industrial peace. Nothing ought to be impossible in the new world in which you will live the greater part of your lives. I venture to predict that we shall look back on the new emotions and sympathies that we have become increasingly conscious of since the great war as the beginning of a new era of understanding and co-operation, just as two thousand years ago the beginning of the Christian era marked another great change of heart.

I see now the same shifting of sympathy and interest in the younger generation of men and women that has taken place in my lifetime in regard to other great changes in public opinion, such as women's education, woman suffrage, prohibition and peace, changes very similar to our present growing belief in social justice and international peace. This shifting was first to be observed in the heads and hearts of ingenuous youth. As it was then, so it is now. Nothing so transports with

enthusiasm the Bryn Mawr College students as the thought of world peace, or the hope of equal opportunities for life, liberty and happiness for all men and women. Nothing so consumes them with burning indignation as unnecessary discrimination against those less fortunate than themselves, or the suggestion that their brothers may have been born into the world to become "food for cannon." These new thoughts and feelings may well alter the whole human relation between manual workers and people who do not work with their hands, who until now have enjoyed greater opportunities of education and happiness. Such people are relatively few but influential out of all proportion to their numbers. Their coöperation means rapid, peaceful and permanent reform of our present unhappy industrial conditions. These new thoughts and feelings may well prove to be the strong foundations on which the United States of Europe and America will rise, a building not built by hands but by the irresistible forces of mutual understanding and good will.

It was in the Sahara Desert that I first realized these coming changes. In December, 1919, my cousin, Alys Russell (Bryn Mawr, 1890), and I spent eleven days in the upper part of the Sahara Desert with our own caravan of Arabs, camels, mules, and tents. You probably imagine a desert, as I did before this journey, as made up of endless stretches of gray sand like the sands of the New Jersey seashore, but our desert was a great tawny ocean rolling from horizon to horizon. When you cross this ocean, as we did, you must go round, or over, these great billows of yellow sand, winding far below in their golden troughs, or climbing over their golden crests. It is indescribably beautiful. Striking camp at sunset was the most beautiful of all. The Arabs would unpack our camp chairs and we would sit for hours watching the sun set and the moon rise while the tents were pitched and the prehistoric camels snarled and groaned as their packs were rolled on the sand.

One afternoon at sunset I was sitting on my golden hilltop, rejoicing that British women had just been enfranchised and

American women would soon be politically free, and wondering what would be the next great social advance, when suddenly, as in a vision, I saw that out of the hideous world war might come as a glorious aftermath international industrial justice and international peace, if your generation only had the courage to work as hard for them as my generation had worked for woman suffrage. I also saw as part of my vision that the coming of equal opportunity for the manual workers of the world might be hastened by utilizing the deep sex sympathy that women now feel for each other before it has had time to grow less. The peculiar kind of sympathy that binds women together seems to come only to those who have not been free. It belongs to oppressed races like Jews and Armenians, to small and persecuted religious sects, to believers in unpopular reforms. It belongs at the present time to all women the world over because of their age-long struggle, which is not yet over, for human rights and personal and civil liberty. Men have been engaged for centuries in bitter industrial struggles. Laboring men have been oppressed by grinding poverty and terrible working conditions. Men more fortunate financially have fought both laboring men and each other in order to secure the success and power that money brings. Men as a sex cannot be blamed for having lost this sympathy and mutual comprehension which is now for a brief moment the possession of women. Then with a glow of delight as radiant as the desert sunset I remembered the passionate interest of the Bryn Mawr College students in fairness and justice and the intense sympathy with girls less fortunate than themselves, and I realized that the first steps on the path to the sunrise might well be taken by college women who, themselves just emerging from the wilderness, know best of all women living under fortunate conditions what it means to be denied access to things of the intellect and spirit.

When I returned to Bryn Mawr in the autumn of 1920 the Bryn Mawr Summer School for Women Workers in Industry, which I had dreamed of in the Sahara Desert, was approved

by Bryn Mawr College, unanimously by the Directors and Alumnae Association and by a two-thirds vote of the Faculty. It was also unreservedly endorsed by Miss Mary Anderson, Miss Rose Schneidermann, Miss Julia O'Connor, Miss Agnes Nestor, Miss Mabel Gillespie, Miss Frieda Miller, Mrs. Raymond Robins and other women industrial leaders who sat from the first on the governing board of the School, and was later approved by the American Federation of Labor in its endorsement of workers' education, and by various unions and organizations of men workers in industry. The School opened on June 15, 1921, with 22 full time teachers and tutors and 82 students and closed after a brilliantly successful session of eight weeks on August 10, 1921.

During the past two years it has been my duty to preside over the Joint Administrative Committee, which is the governing board of the Bryn Mawr Summer School. As you know, the Administrative Committee is made up of an equal number of representatives of women workers in industry and of representatives of the faculty of the Summer School and of Bryn Mawr College, that is the women workers in industry have a fifty per cent representation on the Committee. I have presided over a great many committees, and I have worked on many more committees over which other people have presided, but I have never in my lifetime worked on a committee as inspiring as this Joint Administrative Committee. It has shown me that the training obtained by women workers in industry, especially by the leaders among them, is invaluable in solving problems such as we have had to meet in the Summer School. It has amazed me to find that with this fifty-fifty representation we have agreed on all of the many very difficult educational questions that have come before us. It has taught me to admire and reverence the kind of experience that comes from facing and surmounting terrible hardships when it is used single-heartedly, as in the Summer School, to help on a great cause.

We are now sure that the Bryn Mawr Summer School fills a

deep need and has come to stay. We hope that the other separate colleges for men and women in the East of the United States and in due time the coeducational state universities of the West will open similar schools. If all of the colleges in the United States would turn over for eight weeks every summer their buildings and equipment (or, whenever they maintain summer schools of their own, as many buildings and as much equipment as may prove necessary) to joint committees of education and labor, organized on a fifty-fifty basis like our Bryn Mawr Joint Administrative Committee, the rapid advance towards industrial peace would astonish us all. If we could teach in our colleges not only the comparatively few winter students but the more numerous summer students, winter and summer students alike could not fail to feel the mutual sympathy that comes from sharing similar instruction in similar academic surroundings. The next generation could not fail to understand one another far better than the present generation, and would be able to agree to work together for common ends. It would be far better prepared than the present generation to meet its responsibilities and to direct the course of the coming social readjustment.

We are trying to teach you in the Bryn Mawr Summer School in exactly the same way in which we teach the students in Bryn Mawr College. We believe in the most liberal possible teaching, in the fearless search for truth, and in entire freedom of discussion and of expression of opinion by teachers and students. We hold it to be the duty of teachers not only to state clearly both sides of controversial subjects but to say without hesitation what their individual opinion is. We think that students have the right to know what their teachers believe but we also think that students who are properly taught will not accept their teachers' opinions as final, but will realize that such opinions represent one point of view only and that they must make up their own minds for themselves. In the Bryn Mawr Summer School you will find that you are at liberty to hold any opinion you think right on any subject and

to ask your teachers any questions you wish. It is our hope that the teaching you receive here will lead you to think things out for yourselves and to revise your opinions continually.

We do not know that our present opinions are true. Opinions change from generation to generation, and even from decade to decade. We cannot tell whether our present view of social conditions is the one that will ultimately prevail. Cut and dried propaganda, undigested masses of applied scientific information, or applied social phenomena taught as unchanging facts have no place in schools or colleges. An eminent New York physician, a specialist in children's diseases, said recently that he had found in his practice that the babies whose lives were hardest to save were the babies of mothers who had taken vocational courses in baby feeding in schools and colleges, because such mothers had been taught as scientific facts methods of feeding that have since been given up by all up-to-date physicians, and had not been taught that nutrition is a growing science. Our colleges ought not to teach applied theories as such. They should teach the unchanging principles of scientific and social research on which such theories are based from age to age, and the perpetual growth of knowledge.

No real social advance can come without a great change in public opinion, but it must be enlightened public opinion. The opinion of people who are not familiar with the history of the world and with the development of thought, who are not trained to think straight, is not worth much. Their opinion can produce no permanent impression. No lasting change can be made by uneducated, ill-informed leaders. If you, students of the Summer School, determine, here and now, to study or read seriously, a little every day, even if it is only a very little, you will find that year by year you will come to have more knowledge, more understanding. In the conflict of opposing opinions you will be able to follow a sane course. You will not only be able to think straight yourselves but you will be able to help other people to think straight.

This may seem to you rather an altruistic reason for getting

an education. But there is another more compelling personal reason. There is no greater insurance against unhappiness than to learn to care for reading and study. The pleasure it gives is something that no one can take away from you. Nothing that happens in your personal life, not even great unhappiness, such as may easily come to any one of us at any time, can take away from you the joy of reading, of thinking, of comprehending things better, of satisfying the intellectual curiosity that is one of our strongest cravings. It is one of the many joys of being sixty-five years old, as I am, to find that every year that you live you come to understand better how things are working themselves out. It is also a great happiness to live long enough to see the things that you have hoped for and worked for coming to pass.

Education, even a little of it, will make you more competent to do whatever you want to do, and the more education you have, the more generally competent you will be. The more you know, the more you will wish to know, the more interested you will be in everything and the happier you will be, and consequently the happier you will be able to make every one around you.

No country worthy of the name wishes its citizens to be slaves. A nation that does not think is doomed to destruction. All of us in the United States must be thinking as intelligently and as clearly as we can over the many problems that confront us as a nation. After we have taken time to prepare ourselves by study and reading it is our duty to reach the best conclusions we can and then to try to bring about what we think is right. It is not enough to think. We must act. But we must keep our minds continually open to new ideas. We must all of us be willing to revise our opinions until we die.

Every now and then there is born into the world a man or a woman with the power to think more clearly, to understand better, to inspire greater confidence than other men and women. Such a person is a leader to be trusted and followed and loved. The United States was very fortunate in the early

days in developing some such leaders. Washington was one. I once had to make a speech on Washington at Valley Forge and by the time I had read all that I could find about him I came to realize, not from other people's say so, but for myself how very great he was. But even Washington was not as great as the leader who came after him. Abraham Lincoln was one of the greatest men that was ever born. Susan B. Anthony was also such a leader. She was the Moses that led the women of the United States into the promised land of political freedom. She was the greatest person I have ever known. If she had been born a man with a man's opportunities she, like Abraham Lincoln, would have been recognized as one of the world's great leaders and as one of the two greatest Americans. Roosevelt also was a leader. He showed us many economic and social abuses in American life and awakened the conscience of very many people. Woodrow Wilson voiced the universal desire for justice and fair dealing and made the people of all nations vibrate to his eloquent and moving words. This is a very great thing to do. He too was a leader. No gratitude, no devotion, no loyalty, can be too much to be given to a great leader. And in the future women as well as men will be leaders.

We are now waiting for such a leader, the greatest that has ever been born would not be too great for our desperate need, to show us the way to economic justice and industrial peace. When we think of the struggles that have been going on for the past century in this country, and in all other countries, between capital and labor the welter of conflicting opinion fills us with despair. Let us imagine that out of this Summer School, or out of some similar school, should come a leader intelligent enough to settle to the satisfaction of all unprejudiced persons, such questions, for example, as what proportion of the earnings of any business ought fairly to go to the workers, what to the managers, and what to capitalists, who would be able to devise a universal system of cost accounting open to be seen by all, so that there could be no dispute over financial facts, who should

prove to all unbiased persons that a six or seven hour working day is more profitable for employer as well as for employed. Such special controversies would be settled forever. We could then pass on to something else. How gloriously the Summer School would have justified itself!

I believe that you will live to see wars between European and American nations outlawed and also industrial wars outlawed. People are coming to believe in peace, just as people are coming to believe in economic justice. Do not be too much discouraged by the present industrial situation. Try to believe as I do, that on the whole we are moving in the right direction. Of one thing you may be quite sure. By coming to the Bryn Mawr Summer School and making the best use of the opportunities that we are so eager to offer you you are doing the best thing that you can do for yourselves and for other working men and women.

When the great moment, which is surely coming, is here, bringing with it equal opportunity to every man and woman born into the civilized world, we must be able to use it to the full, we must have ready many educated leaders. Equal opportunity does not mean equal intelligence and equal general capacity. That is something that can never be. It means that every child will be given equal opportunities of education and development. It means that in future we shall be able to utilize the ability and genius of all the people born into the civilized world in any one generation. Until now we have not been able to make use of the ability of women. Until now we have only been able to draw on the inadequate store of ability of the tiny proportion of men who have been fortunate enough to get a college education (scarcely six-tenths of one per cent of the total population, even in the United States), or who have been so supremely gifted as to be able to do without it. Equal opportunity will set free not only the women of this same tiny privileged proportion of the civilized white races, but also the tremendous, hitherto almost untouched, ability, leadership, and genius of all the men and women workers of the civilized

world. We do not yet know what this vast reserve power will mean for the future development of the human race.

In the future men and women will work side by side in industry, in the professions, in politics and in every imaginable trade. You will live in a new world because women will bring into it something that has not been in it before. Anna Howard Shaw, the great woman suffrage orator, to whom we women owe an eternal debt of gratitude, used to say that "women know most about some things, and men know most about some other things, but men and women together know all there is to know about everything in the world." And so in the world in which you are going to pass the rest of your lives you women are going to play a new and exciting part. Bryn Mawr College offers you, her summer students, just as she offers her winter students, ample opportunity to prepare yourselves for these new responsibilities. It would give all of us who have built up Bryn Mawr College, and all of us who are now working to build up the Summer School, great joy if from among our winter and our summer students should come some of the women leaders the world is waiting for.

APPENDIX B

Original Plan for a Summer School for Women Workers in Industry, Bryn Mawr, Pennsylvania

(*With whatever modifications may be decided upon later*)

BY PROFESSOR SUSAN M. KINGSBURY

1. *Object:* To aid in the extension of education by granting the use of certain parts of the college equipment during eight weeks of the summer (mid-June to mid-August) for the instruction of women engaged in industry. It is hoped that by offering instruction in certain subjects to women industrial workers of ability, character and ambition, these women may be better equipped both as workers in industry and as members of the community.

2. *Proposed Administration:* The Summer School shall be managed by a Joint Committee under the supervision of the Executive Committee of the Board of Directors of Bryn Mawr College. The Joint Committee shall consist of the President, the Dean of the College, three representatives of the Board of Directors of Bryn Mawr College, three representatives elected by the Faculty, the Director of the Carola Woerishoffer Graduate Department, and five representatives of the Alumnæ Association. A Director shall be appointed.

3. *Proposed use of Buildings:* Denbigh Hall, for residence, accommodating 60 to 70 students. Taylor Hall, for lectures. Gymnasium and athletic fields, for recreation. Reading room of the library. (Laboratory space and equipment and the library stacks shall not be used by the Summer School, though books may be lent by the library.) The buildings and equipment shall be lent to the Joint Committee, who shall be

responsible for their safety and for replacing all losses and repairing all damages.

4. *Proposed Instruction:* Instructors shall be appointed with a view to their special fitness for teaching in such a school. It is hoped that well known teachers from Great Britain and the Continent may be invited to teach. Members of the Bryn Mawr College faculty shall not be expected to teach in the Summer School, and it shall be contrary to the policy of the Joint Committee to invite them to do so. It is suggested that in conformity with experience elsewhere instruction may be given through a limited number of formal lectures, but chiefly in small tutoring classes for conference and discussion. Tutors for such classes may be appointed from among alumnæ and ex-students of Bryn Mawr College, or from among other women specially fitted to direct the studies and activities of the students. As far as possible, at least two thirds of those associated in teaching and activities of the School shall be alumnæ or ex-students of Bryn Mawr College.

5. *Tentative List of Subjects to be Taught:* English, written and spoken; Literature; History; Economics; Government; Labor Movements and Problems; Industrial Organization; Elementary Law; Physical Geography; Physiology and Hygiene; Community Life.

6. *Financing:* Inclusive fees for each student shall be $200. Expenses of the School not covered by fees shall be met by contributions from interested individuals and organizations. No expenses shall be incurred until the funds for the year are guaranteed. The students of the School may be awarded, from the funds subscribed, scholarships of $200 each to meet the expenses of board, residence and tuition. If 70 scholarships are awarded this will meet the estimated cost of instruction, board and upkeep of buildings, which will be about $14,000 a year.

7. *Admission:* Candidates for admission shall give evidence as to character, health and ability. They may be selected by the Joint Committee from women proposed by the trade

unions, the Y.W.C.A. (Industrial Section), the National League of Girls' Clubs, settlements, community centers, trade schools and alumnæ or others interested in factory and industrial workers; or otherwise.

8. *Organization of Evening Classes:* It is proposed to cooperate with or to organize evening classes for working women in industrial centers to enable women who have studied in the Summer School to go on with their work or to be better fitted to continue it during a second semester. Such classes might be organized by alumnæ living in these districts, who would also be able to advise the Joint Committee in selecting students needing financial support to enable them to study at Bryn Mawr College.

9. *Foundation of Scholarships at Bryn Mawr College:* The Joint Committee shall be encouraged to seek endowment for scholarships, renewable for four years, to enable children of men and women workers in industry to study at Bryn Mawr College.

Summer Labor School

A. *Aim*

The aim of a summer labor school at Bryn Mawr is to aid in the extension of education, especially of adult education, among industrial groups:

1. By giving the advantages of the campus, residence halls, classrooms, gymnasium, and library reading room during summer months and by offering opportunity for instruction in desired subjects to women of ability, character, industrial experience, and ambition, selected by scholarships or otherwise, so that they may be better equipped for their industrial pursuits.

2. By developing thorough methods of teaching, and a suitable curriculum to meet the needs of industrial groups.

3. Finally it is hoped that if such a labor school succeeds at Bryn Mawr, it may be followed by labor schools at other colleges and universities.

TENTATIVE PLAN FOR A SUMMER LABOR SCHOOL FOR WOMEN

B.

1. *Session*

Eight weeks, from the middle of June (June 15) to the middle of August (August 10).

2. Buildings to be used:

(a) The library reading room.

(b) Denbigh Hall (for residence) accommodating 60 or 70 students.

(e) The gymnasium (including the fields for athletics).

(d) Taylor Hall.

3. *Admission*

(1) Candidates shall be selected through the trade union colleges which have been established throughout the country (Philadelphia, New York, Boston, Cleveland, Washington, Amherst, Chicago, and Seattle); trade unions in various sections of the country, the Industrial Section of the Young Women's Christian Association, the Federation of Girls' Clubs, settlements, community centers and trade schools.

Candidates may be awarded scholarships of $200 each which will meet the entire expense of board, room and instruction.

(2) Requirements

(a) Evidence of character, ability, and sincere desire for opportunities offered.

(b) A physical examination, to be arranged in the home town by the Labor School Administration.

(c) Ability to read and write English.

(d) Discretionary requirements—a common school education, if possible, preference being given those candidates having one or two years in the high school.

(e) Minimum age of eighteen years, with preferable group between twenty and thirty years of age.

4. *Program of Work*

(1) First Year

(a) Required Subjects

Subjects	*Hours per week*
English (written and spoken)	2 hours
Literature	3 hours
or	
Modern History	3 hours
Community Life (evenings in the Gymnasium)	2 evenings

(b) Electives

Subjects	*Hours per week*
Labor Movements and Problems	5 hours
Economics	3 hours
Government	2 hours

(2) Second Year

(also for students who have previously covered the first-year subjects)

Electives, 13 or 15 hours

Industrial Organization and Problems	5 hours
Physiology and Hygiene	3 hours
Chemistry of Foods	2 hours
Physical Geography	2 hours
Psychology (group and industrial)..	3 hours
Social and Political Theories	2 hours
Private Law	1 hour

Other courses in Literature, History, Mathematics, and Science, may be given if requested by a sufficient number of students.

5. *Administration*

The Labor School shall be managed by a Joint Committee including the President, the Dean, three representatives of the Board of Directors of Bryn Mawr College, three representa-

tives from the faculty of the College from the departments especially concerned, the instructors in the Carola Woerishoffer Graduate Department, and representatives of the Alumnæ Association equal in number to one-half of the Joint Committee; and it shall be under the supervision of the Executive Committee of the Board of Directors.

The Joint Committee shall be empowered to secure the cooperation of trade union organizations and representatives of various organizations acquainted with working women.

The Labor School shall be under the direction of the Carola Woerishoffer Graduate Department of Social Economy and Social Research but in addition a full time Director shall be appointed.

6. *Instruction*

Instructors shall be selected according to their special fitness for presentation of the subject in a labor school. It is hoped that the funds of the Labor School will make it possible to invite well-known teachers from Great Britain and the Continent.

Tutors: Seven to ten tutors shall be selected from the alumnæ and ex-students of the College or from women especially fitted to direct the studies and activities of women in the Labor School.

APPENDIX C

Joint Administrative Committee
1921-1922

(For first Committee, 1921, see section on Organization.)

Representatives of the College

President M. Carey Thomas, Chairman
Dr. Neva R. Deardorff, Secretary (acting for Professor Susan M. Kingsbury)

Dr. Ada Hart Arlitt
Professor Florence Bascom
Professor Lucy M. Donnelly
Mrs. George Gellhorn
Mrs. Learned Hand
Mr. Charles J. Rhoads

Representatives of Women Workers in Industry

Miss Mary Anderson
Miss Lena Creasey
Miss Mabel Gillespie
Miss Alice Henry
Miss Frieda Miller
Miss Agnes Nestor
Miss Rose Schneidermann
Miss Melinda Scott

Representatives of the Bryn Mawr Alumnæ Association

Miss Fanny Cochran
Miss Pauline Goldmark
Miss Marie Wing
Mrs. Robert E. Speer
Mrs. Berthold Strauss
Miss Anne Todd
Miss Leila Houghteling

Representatives of the Summer School Alumnæ Association

Miss Christine Doyle
Mrs. Bertha Funk Taylor
Mrs. Betty Hawley
Miss Matilda Lindsay
Mrs. Rebecca Meyerowitz Dincin
Miss Rose Sullivan
Miss Margaret Hickey

Representatives of the Summer School Faculty

Mr. Lawrance J. Saunders Dr. Amy Hewes

Representatives of the Bryn Mawr Undergraduate Association

Miss Henrietta Jennings

Executives of the Summer School

Miss Hilda W. Smith, Chairman of Directing Committee, 1921
Miss Ernestine L. Friedmann, Executive Secretary
Mrs. Caroline Chadwick-Collins, National Publicity Chairman of the Bryn Mawr Alumnæ Association, acting also for the Summer School
Mrs. Gifford Pinchot, Chairman National Finance Committee

JOINT ADMINISTRATIVE COMMITTEE
1922-1923

Representatives of the College

President Marion Edwards Park, Chairman
Dr. Susan M. Kingsbury

Dr. Matilda Castro (1922-23)
Dr. Wilmer Cave Wright (substituting for Miss Bascom—1922-23)
Dr. Roger Brunel (1922-24)
Miss Pauline Goldmark (1922-24)
Mrs. Learned Hand (1922-23)
Mr. Charles J. Rhoads (1922-23)

Representatives of Women Workers in Industry

(1922-23)
Miss Mary Anderson
Miss Agnes Nestor
Miss Rose Schneidermann
Miss Alice Henry

(1922-24)
Miss Frieda Miller
Miss Julia O'Connor
Miss Rose Pesotta
Miss Christine Doyle

Representatives of the Bryn Mawr College Alumnæ Association

(1922-23)	(1922-24)
Miss Fanny Cochran	Mrs. Robert E. Speer
Miss Leila Houghteling	Miss Josephine Goldmark
Mrs. Berthold Strauss	Miss Mary Coolidge

Miss Anne Todd, Alumnæ President

Representatives of the Summer School Alumnæ Association

(1922-23)	(1922-24)
Mrs. Bertha Funk Taylor	Miss Minnie Rubinstein
Mrs. Betty Hawley	Mrs. Theresa Gold
Miss Rose Sullivan	Miss Maud Foley

Miss Matilda Lindsay, Alumnæ President

Representatives of the Summer School Faculty

(1922-23)	(1922-23)
Dr. Mabel Fernald	Dr. Amy Hewes

Representative of the Bryn Mawr Undergraduate Association

(1922-23)
Miss Felice Begg

Executives of the Summer School

Miss Hilda W. Smith, Director
Miss Ernestine L. Friedmann, Executive Secretary
Mrs. Caroline Chadwick-Collins, National Publicity Chairman of the Bryn Mawr Alumnæ Association, acting also for the Summer School
Mrs. Gifford Pinchot, Chairman National Finance Committee
Mrs. Beulah Weir, Office Secretary

Joint Administrative Committee
1923-1924

Representatives of the College

President Marion Edwards Park, Chairman
Honorary Member, President Emeritus M. Carey Thomas
Dr. Susan M. Kingsbury

(1923-25)	(1922-24)
Dr. Lucy Martin Donnelly	Miss Pauline Goldmark
Dr. Roger Brunel	Mrs. Learned Hand
Dr. Theodore De Laguna	Mrs. Richard Francis

Representatives of Women Workers in Industry

(1923-25)	(1922-24)
Miss Elizabeth Christman	Miss Frieda Miller
Miss Mabel Leslie	Miss Julia O'Connor
Miss Lillian Herstein	Miss Rose Pesotta
Mrs. Rose Forrester	Miss Christine Doyle

Representatives of the Bryn Mawr College Alumnæ Association

(1923-25)	(1922-24)
Miss Mary Herr	Mrs. Robert E. Speer
Mrs. A. P. Saunders	Miss Josephine Goldmark
Mrs. William B. Hale	Miss Mary Coolidge

Miss Leila Houghteling, Alumnæ President

Representatives of the Summer School Alumnæ Association

(1923-25)	(1922-24)
Miss Sophie Schmidt	Miss Minnie Rubinstein
Miss Margaret Wall	Mrs. Theresa Gold
Miss Ada Rosenfelt	Miss Maud Foley

Miss Esther Oberg, Alumnæ President

Representatives of the Summer School Faculty

(1923-24)	(1923-24)
Miss Mary Daley	Miss Helen Lockwood

Representative of the Bryn Mawr Undergraduate Association

Miss Mary Woodworth (1923-24)

Executives of the Summer School

Miss Hilda W. Smith, Director
Mrs. Caroline Chadwick-Collins, National Publicity Chairman
Mrs. Gifford Pinchot, Chairman National Finance Committee
Mrs. Beulah Weir, Office Secretary

Joint Administrative Committee
1924-1925

Representatives of the College

President Marion Edwards Park, Chairman
Honorary Member, President Emeritus M. Carey Thomas
Dr. Susan M. Kingsbury

(1923-25)	(1924-26)
Prof. Lucy M. Donnelly	Mrs. Learned Hand
Dr. Theodore De Laguna	Mrs. Richard Francis
	Miss Pauline Goldmark

Representatives of Women Workers in Industry

(1923-25)	(1924-26)
Miss Elizabeth Christman	Miss Mary Anderson
Miss Mabel Leslie	Miss Rose Schneidermann
Miss Lillian Herstein	Miss Julia O'Connor
Mrs. Rose Forrester	Miss Mary Goff

Representatives of the Bryn Mawr College Alumnæ Association

(1923-25)	(1924-26)
Miss Mary Herr	Miss Josephine Goldmark
Mrs. A. P. Saunders	Mrs. Berthold Strauss
Mrs. William B. Hale	Miss Millicent Carey

Mrs. Charles Cary, Alumnæ President

Representatives of the Summer School Alumnæ Association

(1923-25)	(1924-26)
Miss Sophie Schmidt	Miss Ruby Clodfelter
Miss Margaret Wall	Miss Elizabeth Nord
Miss Ada Rosenfelt	Miss Mary Koken

Miss Esther Oberg, Alumnæ President

Representatives of the Summer School Faculty

(1924-25)	(1924-26)
Miss Mary Daley	Miss Amy Hewes
Miss Helen Lockwood	Miss Laura J. Wylie

Representative of the Bryn Mawr Undergraduate Association

Miss Helen Henshaw (1924-25)

Executives of the Summer School

Miss Clara I. Taylor, Acting Director
Miss Matilda Lindsay, Assistant Director
Mrs. Caroline Chadwick-Collins, National Publicity Chairman
Mrs. Gifford Pinchot, Chairman National Finance Committee
Mrs. Beulah Weir, Office Secretary

JOINT ADMINISTRATIVE COMMITTEE
1926-1927

President Emeritus M. Carey Thomas
Honorary life member

Representatives of Women's Colleges

Bertha Bacon Affeld .....Vassar College
(Mrs. Francis O. Affeld, Jr.)
Caroline Morrow Chadwick-Collins .....Bryn Mawr College
(Mrs. Chadwick-Collins)
President Ada Comstock .....Smith College
Jean Atherton Flexner .....Bryn Mawr College
Frances Finke Hand .....Bryn Mawr College
(Mrs. Learned Hand)
Louise Fleischmann Maclay.....Bryn Mawr College
(Mrs. Alfred B. Maclay)
Elizabeth Brandeis Raushenbush .....Radcliffe College
(Mrs. Paul Raushenbush)

Representatives of Women Workers in Industry

Representatives of Summer School Alumnæ Association:
Ruby Clodfelter .....Garment Industry
Mary Koken .....Textile Industry
Rose Reichhart..Amalgamated Clothing Workers of America
Maude Foley Van Vaerenewyck.....Garment Industry
(Mrs. John Van Vaerenewyck)

Representatives of women workers at large:
Lillian Herstein.....American Federation of Teachers
Mabel Leslie.....New York Women's Trade Union League
Sarah Rozner...Amalgamated Clothing Workers of America
Rose Schneidermann..National Women's Trade Union League

Representatives of Summer School Faculty

Amy Hewes.....Mt. Holyoke College
Helen D. Hill.....Bryn Mawr College

Executive Staff of the Resident Summer Schools

Hilda W. Smith.....Director
Caroline Chadwick-Collins .....Publicity Director

Matilda Lindsay .....Executive Secretary
Edna M. Winslow..... Business Manager

JOINT COMMITTEE OF AFFILIATED SUMMER SCHOOLS
1928-1929

President Emeritus M. Carey Thomas, Honorary Life Member
Hilda Worthington Smith, Chairman
Louise F. Maclay, Treasurer

Representatives of Women's Colleges

Frances Finke Hand.....Bryn Mawr College
Sara Straus Hess .....Barnard College
Helen Lockwood .....Vassar College
Gertrude M. Williams.....Wellesley College

Representatives of Women Workers in Industry

Lillian Herstein.....American Federation of Teachers
Mary Koken .....Textile Industry
Matilda Lindsay....National Women's Trade Union League
Rose Schneiderman..National Women's Trade Union League

Representatives of Affiliated Schools
Barnard Summer School

Ernestine L. Friedmann .....Supervisor
Lucile Kohn.....Faculty Representative
Aurelia Ricci.....Student Representative

Bryn Mawr Summer School

Mary R. M. Griffiths.....Faculty Representative
Augusta Popkin.....Student Representative

Wisconsin Summer School

Alice Shoemaker, Executive Secretary
(Two other representatives to be appointed)

Executive Staff of Affiliated Summer Schools

Hilda Worthington Smith .....Director
Edna M. Winslow .....Business Manager
Eleanor G. Coit .....Educational Secretary

Matilda Lindsay .....Labor Advisor

APPENDIX D

TRADES REPRESENTED IN THE SUMMER SCHOOL, 1921-1927.

Trades	1921	1922	1923	1924	1925	1926	1927	Totals
Garment	26	26	35	31	32	38	39	227
Textile	8	13	14	24	16	18	18	111
Millinery	5	4	7	6	10	12	9	53
Electrical	7	6	9	5	..	1	3	31
Telephone	8	6	7	5	5	4	4	39
Printing	6	7	5	1	5	3	7	34
Tobacco	3	6	4	4	6	4	4	31
Laundry	1	2	..	2	4	3	3	15
Shoe	2	5	5	5	3	5	2	27
Waitress	..	..	..	2	2	1	2	7
Lampshade	..	..	..	..	1	1	2	4
Broom	..	..	..	..	..	..	1	1
Umbrella	..	..	..	..	..	..	1	1
Foodstuff	3	1	2	..	2	..	1	9
Hardware	..	..	..	..	..	..	1	1
Watch	..	..	..	..	1	1	1	3
Upholstery	..	1	..	..	..	1	1	3
Handkerchief ...	..	..	..	..	..	..	1	1
Flower & Feather	..	..	..	..	..	..	1	1
Horse Shoe Nails	..	..	1	1	..	..	..	2
Shirt	3	..	..	..	..	1	..	4
Auto Cushions and Parts.....	..	1	2	2	..	1	..	6
Underwear	..	..	..	..	..	1	..	1
Biscuit Packing..	..	..	..	..	..	1	..	1
Advertising	..	3	..	..	..	..	..	3
Bleachery	2	..	..	..	..	..	..	2

TRADES REPRESENTED IN THE SUMMER SCHOOL, 1921-1927.
(*Continued*)

Trades	1921	1922	1923	1924	1925	1926	1927	Totals
Button	..	..	..	..	..	1	..	1
Novelties	..	1	2	2	1	1	..	7
Transportation ..	..	..	..	..	2	..	..	2
Garter	..	..	..	..	..	1	..	1
Railroad	..	..	1	1	..	..	..	2
Tin plate	..	2	..	..	1	..	..	3
Neckwear	..	1	..	..	1	1	..	3
Glove	2	1	1	..	1	..	..	5
Typewriter	..	2	1	2	1	..	..	6
Rubber	..	1	..	1	1	..	..	3
Metal	..	..	..	2	..	..	..	2
Cosmetics	..	..	..	1	1	..	..	2
Jewelry	..	..	..	2	..	..	..	2
Twine	1	..	..	..	..	1	..	2
Paper & P'p'r Box	..	1	2	1	1	1	..	6
Munitions	..	1	..	..	..	..	..	1
Soap	1	1	..	..	..	..	..	2
Paraffin	1	..	..	..	..	..	..	1
Corset	..	1	..	1	..	..	..	2
Chemical	..	1	..	..	..	..	..	1
Kodak	..	1	..	..	..	..	..	1
Veneer	..	..	1	1	..	..	..	2
Group A	3	3	..	..	..	..	..	6
Totals.....	82	98	99	102	97	102	101	681

NATIVITY OF STUDENTS IN THE SUMMER SCHOOL, 1921-1927.

Nativity	1921	1922	1923	1924	1925	1926	1927	Totals
American	54	71	64	69	61	56	55	430
Russian	12	13	18	15	20	26	26	130
Irish	3	..	..	..	..	..	..	3
Polish	2	1	2	3	5	5	10	28
Austrian	2	..	1	1	2	1	..	7
English	2	3	7	5	4	4	1	26
Canadian	1	1	..	..	1	1	..	4
Swedish	1	2	..	..	..	..	..	3
Australian	1	..	..	..	..	..	..	1
Italian	1	..	1	1	2	3	2	10
Roumanian	1	1	1	1	1	1	..	6
German	1	2	..	2	..	..	1	6
Hungarian	1	2	1	..	..	3	3	10
Lithuanian	..	2	1	..	..	..	..	3
Lettish	..	..	1	..	..	..	1	2
Czecho-Slovakian	..	..	2	1	..	..	..	3
Mexican	..	..	..	1	..	..	..	1
Macedonian	..	..	..	1	..	..	..	1
Norwegian	..	..	..	1	..	..	..	1
Egyptian	..	..	..	..	1	..	..	1
Scotch	..	..	..	1	..	..	..	1
Haitian	..	..	..	..	..	1	..	1
Brazilian	..	..	..	..	..	1	..	1
Armenian	..	..	..	..	..	..	1	1
Galician	..	..	..	..	..	..	1	1
Totals.....	82	98	99	102	97	102	101	681

APPENDIX E

Standing Committees

The Committee early decided on the appointment of several Standing Committees, to carry on the detailed work of the School organization. These committees for the first fie years were as follows:

Instruction Committee: to consider all questions of curriculum, teaching, and faculty appointments. Professor Susan M. Kingsbury, Chairman. (In 1922 Dr. Neva Deardorf was Acting Chairman.)

Admissions Committee, to pass on all applications of students to the Summer School, and inform the various District Committees on admission policies. Miss Fannie Cochran, Chairman. Later, Miss Mary Anderson, Miss Matilda Lindsay.

Publicity Committee. Mrs. Caroline Chadwick-Collins, Chairman.

Finance Committee, Mrs. Gifford Pinchot, Chairman. Later, Mrs. Alfred Hess, Acting Chairman.

Workers' Education Committee; to keep informed on workers' classes in other places, and help former students find opportunities for further study. Miss Maude Foley, Chairman. Later, Dr. Ada Arlitt. This committee was given up after the first two years, as its functions could be carried out more effectively by the Admissions Committee of the School.

Other Committees, on Administration, on Social Life and Activities, and on Health and Hygiene, organized during the first year were later discontinued, as these were questions of School administration more easily dealt with by the Director and her assistants than through a committee. A special committee, with Miss Mary Anderson as Chairman, was appointed to recommend for admission certain women leaders in the labor movement, or as they were designated, "Group A." This

leaders' group later was recruited through the regular District Committees, so that this special committee was discontinued. Other special committees were appointed as occasion arose.

Advisory Committee

To promote further interest in this undertaking in 1921 and to enlist the help of other people who could perhaps not take an active share in the district work, an Advisory Committee was formed of individuals prominent in various fields, who signified their approval of the undertaking and their willingness to help. Later these consultants were asked to become members of the local committee in each district. Their encouraging words in behalf of the School and their belief in its purpose have done much to create belief among many other people, in all parts of the country. One meeting of this Advisory Committee was held, before the School opened, and there was general discussion of the problems to be considered.

Members, 1921

Miss Grace Abbott, Secretary, The Immigrants' Commission, 588 South Dearborn Street, Chicago, Illinois.

Miss Jane Addams, Hull House, Chicago, Illinois.

Mr. J. M. Budish, 41 Union Square, New York City.

Miss M. Edith Campbell, c/o Schmidtlapp Fund, Cincinnati, Ohio.

Mr. William Chenery, The Survey, 112 East 19th Street, New York City.

Mr. John D. Cloud, 3043 North College Avenue, Philadelphia.

Mr. Henry Hill Collins, Jr., A. M. Collins Manufacturing Company, 226 Columbia Avenue, Philadelphia.

Mr. Morris L. Cooke, Finance Building, Penn Square, Philadelphia.

Mr. J. R. Copenhaver, Harrisburg, Pennsylvania.

Mr. Harry L. Dana, 978 Washington Street, Boston, Massachusetts.

Miss Nannie Daniels, Federal Employees' Union, Bureau of Engraving, Washington, D. C.

Mr. Henry Dennison, Framingham, Massachusetts.

Miss Mary Dreier, 3 University Place, New York City.

Mr. Robert Fechner, 708 Machinist Building, 9th Street and Mount Vernon Place, Washington, D. C.

Mr. A. A. Filene, Filene Company, Boston, Massachusetts.

Mr. Boyd Fisher, Finance Building, Philadelphia.

Mrs. Rose G. Forrester, 135 You Street, N. W. Washington, D. C.

Mr. Felix Frankfurter, Harvard Law School, Cambridge, Massachusetts.

Miss Mary Gilson, 2119 West 53rd Street, c/o Joseph and Feiss Company, Cleveland, Ohio.

Mrs. Frank H. Hallowell, Suffolk Road, Chestnut Hill, Massachusetts.

Dr. Alice Hamilton, 277 Beacon Street, Boston, Massachusetts.

Miss Jean Hamilton, National League of Women Workers, 5 East 45th Street, New York City.

Dr. Walton H. Hamilton, Amherst College, Amherst, Massachusetts.

Miss Alice Henry, 311 South Ashland Boulevard, Chicago, Illinois.

Mr. Stanley King, 354 Congress Street, Boston, Massachusetts.

Miss Julia Lathrop, Chief, Children's Bureau, Department of Labor, Washington, D. C.

Miss Amy Maher, 305 Bank of Commerce Building, Toledo, Ohio, League of Women Voters and Consumers' League.

Mr. James H. Maurer, Pennsylvania Federation of Labor, Commonwealth Trust Company Building, Harrisburg.

Miss Mary McDowell, University Settlement, Chicago, Illinois.

Mr. Frank Morrison, American Federation of Labor, Washington, D. C.

Miss Julia O'Conner, Tremont Building, Boston, Massachusetts.

Mr. Victor Olander, Secretary, Illinois State Federation of Labor, Chicago, Illinois.

Miss Nida Pangle, Labor Temple, Toledo, Ohio.

Mrs. Gifford Pinchot, Milford, Pike County, Pennsylvania.

Mrs. Charles J. Rhoads, 1914 South Rittenhouse Square, Philadelphia.

Mrs. Raymond Robins, 1437 West Ohio Street, Chicago, Illinois.

Mr. J. B. Salutsky, 31 Union Square, New York City.

Mrs. Samuel Semple, Industrial Board, Department of Labor and Industry, Titusville, Pennsylvania.

Miss Miriam Shepherd, Secretary, International Congress of Working Women, 1423 New York Avenue, Washington, D. C.

Miss Florence Simms, 600 Lexington Avenue, New York City.

Miss Ethel Smith, Federal Employees, Washington, D. C. 1423 New York Avenue, Washington, D. C.

Mr. Charles Stillman, American Federation of Teachers, Wilmette, Illinois.

Mrs. Maud Swartz, 7 East 15th Street, New York City.

Miss Mary Van Kleeck, Director of the Division of Industrial Studies, Russell Sage Foundation, 130 East 22nd Street, New York City.

Mr. John Voll, International Glass Blowers' Association, Philadelphia.

Mr. Leo Wolman, School of Social Research, 365 West 23rd Street, New York City.

*Dr. Sophonisba P. Breckenridge, University of Chicago, Chicago, Illinois.

*Mr. W. F. Ogburn, Barnard College, Columbia University, New York City.

*Miss Frances Perkins, Care of Pauline Goldmark, 270 West 94th Street, New York City.

*Mr. Alvin E. Dodd, Retail Research Association, 225 Fifth Avenue, New York City.

* Invited, but not heard from before the first meeting.

Officers, Directing Committee, Executives

Officers were elected as follows for 1921:

President Thomas, who had acted as temporary Chairman, Chairman.

Professor Susan M. Kingsbury, Vice Chairman and Secretary.

Mr. Asa S. Wing, Treasurer of Bryn Mawr College, Treasurer.

Mrs. Gifford Pinchot, Chairman of Finance Committee.

Miss Ernestine L. Friedmann, Executive Secretary.

A Directing Committee was appointed to take charge of the School for the first summer:

Dean Hilda W. Smith, Chairman.

Prof. Susan M. Kingsbury, Vice Chairman.

Miss Ernestine L. Friedmann, Executive Secretary.

Miss Leila Houghteling, Social Activities.

Later, faculty and student representatives were elected to the Committee.

The Executives of the School from 1921 to date have been as follows:

Hilda Worthington Smith, Director, 1921 to date.

Clara I. Taylor, Acting Director, during Director's leave of absence, 1925-1926.

Ernestine L. Friedmann, Executive Secretary, 1921-1924.

Caroline Chadwick-Collins, Publicity Director, 1921 to date.

Agnes Nestor, Labor Representative, 1922-1924.

Matilda Lindsay, Labor Representative, 1925. Executive Secretary, 1926-1928.

Beulah Weir, Office Secretary and Business Manager, 1922-1926.

Edna M. Winslow, Business Manager, 1926-1928.

Eleanor G. Coit, Educational Secretary, 1928.

APPENDIX F

Resident Summer School for Women Workers in Industry

Winter Budget
1927-1928

Director	$3,333.30
Executive Secretary	2,500.00
Office Manager	2,500.00
Stenographic Service	2,500.00
Auditing	200.00
Travel	1,000.00
Conferences and Meetings	500.00
Office Equipment	300.00
Office Rent	1,800.00
Office Expense	300.00
Telegrams, Postage and Telephone	500.00
Printing	500.00
Contingent Fund	500.00
	$16,433.30

Summer Budget
1927-1928

Administration	$4,025.66
Buildings and Grounds	3,274.00
Instruction	11,727.00
Health and Recreation	1,220.00
Food, Wages and Laundry	8,400.00
	$28,646.66
Income from Board	3,575.00
	$25,071.66

APPENDIX G

Bryn Mawr Summer School

Faculty and Staff
1921-1927 Inclusive

(I) Indicates Instructor, (T) Tutor, (S) Member of Staff, and (U) Undergraduate Assistant

Name	*Year*
(S) Ager, Miss Charlotte	1925
(I) Ahlers, Miss Harriet	1927
(T) Albertson, Miss Mary	1921, 1922
(S) Applestein, Miss Lena	1925
(T) Ascher, Miss Josephine S.	1924
(I) Babcock, Dr. Charlotte	1923
(T) Barrows, Miss Emily	1926
(I) Bascom, Miss Lelia	1925
(U) Begg, Miss Felice	1924
(S) Bertine, Miss Estelle	1921
(T) Bickley, Miss Catherine	1921
(U) Bowman, Miss Nancy	1926
(T) Brandeis, Miss Elizabeth	1924
(I) Brannon, Miss Lida C.	1927
(U) Briggs, Miss Frances E.	1924
(S) Brodke, Miss Minnette	1924
(I) Brown, Miss Louise	1922, 1923, 1924, 1925, 1927
(T) Brown, Miss M. Gertrude	1926
(T) Burr, Miss Susan S.	1924
(U) Campbell, Miss Ruth	1927
(T) Carey, Miss Millicent	1924
(U) Carey, Miss Susan S.	1924

Name	*Year*
(T) Carner, Miss Lucy P.	1924
(T) Cers, Miss Edna	1922
(U) Chester, Miss Marian	1927
(T) Cheyney, Miss Alice S.	1924
(I) Clay, Mr. Henry	1921
(U) Clouse, Miss Ruth	1927
(I) Colby, Miss Josephine	1924, 1925
(S) Collins, Mrs. Caroline Chadwick	1922, 1923, 1924, 1925, 1926, 1927
(T) Coolidge, Miss Mary	1921
(T) Couser, Miss V. Mignon	1927
(T) Coyle, Miss Grace	1926
(I) Craig, Miss Eleanor Bryant	1927
(T) Craven, Miss Ida S.	1927
(T) Curran, Miss Mary	1921
(I) Daley, Miss Mary	1923, 1925
(I) Dana, Mr. H. W. L.	1921
(T) Daniel, Miss Frieda Opal	1923
(T) Davis, Miss Jean	1921
(U) Day, Miss Ruth E.	1927
(I) Denkinger, Dr. Emma Marshall	1922
(I) Dickerman, Miss Marion	1922, 1923
(I) Douglas, Dr. Paul	1921
(T) Driscoll, Miss Emily	1923
(T) Dulles, Miss Eleanor	1921
(I) Earle, Dr. Edward M.	1925
(T) Eliot, Miss Clara	1923
(I) Elliot, Mrs. Laura J.	1922, 1923, 1924, 1925, 1926, 1927
(I) Elsmith, Miss Berta	1921
(T) Ely, Miss Mary	1922
(T) Fairchild, Miss Mildred	1927
(I) Fernald, Dr. Mabel	1922, 1923
(S) Flanders, Miss Anne L.	1924
(T) Flexner, Miss Jean	1925
(S) Force, Miss Anne Mae	1926

Name	*Year*
(T) Forstall, Miss Anne	1921
(U) Foster, Miss Rachel	1925
(T) Fox, Miss Genevieve	1922
(T) Frankfurter, Miss Estelle	1921
(T) Freedman, Miss May R.	1923
(I & S) Friedmann, Miss Ernestine L.	1921, 1922, 1923, 1924
(T) Frost, Miss Winifred	1927
(T) Gibson, Miss Evelyn	1922
(I) Goodrich, Dr. Carter	1925, 1926
(T) Grumman, Miss Anne	1921
(S) Haines, Miss Anna	1924
(U) Hale, Miss Elizabeth	1923
(T) Hall, Miss Alice K.	1927
(S) Hankins, Dr. Melissa	1927
(T) Hanson, Miss Mathea	1925
(I) Harley, Dr. Harrison L.	1924, 1925, 1926, 1927
(I) Hawk, Miss Grace E.	1926, 1927
(T) Healea, Miss Monica	1923
(I) Henry, Miss Alice	1921, 1922
(U) Henshaw, Miss Helen R.	1924
(T) Herbst, Miss Alma	1925
(T) Herr, Miss Mary	1923
(S & T) Herrmann, Miss Helen	1925, 1926, 1927
(I) Herstein, Miss Lillian	1924, 1925
(I) Hewes, Dr. Amy	1921, 1922, 1924, 1925, 1926, 1927
(T) Hill, Miss Helen D.	1921, 1923, 1926
(U) Hinckley, Miss Etheline	1923
(I) Hohman, Mrs. Helen Fisher	1926, 1927
(U) Hough, Miss Helen	1923
(S) Houghteling, Miss Leila	1921, 1922
(S) Howard, Miss Mary Cushing	1922
(U) Howe, Miss Elizabeth	1923
(T) Howe, Miss Susanne	1924
(S) Howes, Miss Edith M.	1924
(S) Hubbard, Miss Ruth	1924

Name	*Year*
(T) Hughes, Miss Eileen	1926
(U) Humphreys, Miss Haroldine	1922
(T) Huntington, Miss Emily	1926
(T) James, Miss Eleanor	1921
(S) January, Miss Emma	1922
(U) Jay, Miss Frances	1925
(S) Jervis, Miss Nora P.	1921
(U) Jones, Miss Minna Lee	1926
(I) Kennan, Miss Ellen A.	1926, 1927
(T) Kennedy, Miss Jean	1925
(T & S) Kingsbury, Miss Helen	1921, 1922
(S) Kingsbury, Dr. Susan M.	1921
(T) Kohn, Miss Lucile	1923, 1924
(I) Kyrk, Dr. Hazel	1922, 1923, 1924
(T) Laney, Miss Emma May	1923
(T) Law, Miss Olga	1923, 1924
(T) Lawrence, Miss Marjorie	1924
(T) Lefferts, Miss Dorothy C.	1927
(S) Lindsay, Miss Matilda	1923, 1924, 1925, 1926, 1927
(T) Ludgate, Miss Katherine	1922, 1923
(T) Macdonald, Miss Mary Helen	1925
(T) MacDonald, Miss Lois	1924, 1925
(S) MacFadden, Miss Christene	1927
(S) MacFarlane, Miss Margaret	1927
(S) MacFarlane, Miss Susan	1923, 1925, 1926, 1927
(S) Macneir, Miss Esther	1926, 1927
(T) McAfee, Miss Mildred H.	1927
(U) McKelvey, Miss Helen	1927
(U) Mallett, Miss Elizabeth	1926
(T) Marburg, Miss Anita	1925, 1926
(T) Marburg, Miss Clara	1926
(U) Marshall, Miss Virginia	1927
(S) Matzke, Dr. Edith	1923
(T & S) Maurer, Miss Hazel	1927
(I) May, Mr. Stacy	1924

Name	*Year*
(I) Middlemore, Miss Amphillis D.	1921
(I) Mitchell, Dr. Broadus	1922, 1923
(T) Morrison, Miss Anne	1921
(T) Muchnic, Miss Helen	1927
(T) Myers, Miss Margaret	1922
(T) Nason, Miss Ardis	1924
(T) Neely, Miss Twila	1927
(S) Nestor, Miss Agnes	1921, 1922, 1923
(S) Oberg, Miss Esther	1923, 1924, 1925, 1926
(U) Orr, Miss Emily	1926
(I) Orton, Dr. William	1925
(T) Ostroff, Miss Passya	1921
(T) Otey, Mrs. Dexter	1923
(T) Page, Miss Evelyn	1925
(S) Perkins, Miss R. Mae	1927
(S) Petts, Miss Josephine	1926
(U) Platt, Miss Caroline	1927
(T) Pollak, Miss Katherine H.	1927
(U) Pope, Miss Nancy	1927
(T) Preston, Miss Evelyn	1922, 1923
(U) Price, Miss Harriet	1923
(S) Raven, Miss Mary T.	1922, 1923
(T) Read, Miss Bertha	1924, 1925
(T) Reed, Miss Ruth	1925
(U) Rice, Miss Helen	1923
(S) Rick, Miss Esther	1926, 1927
(T) Riley, Miss Effey L.	1927
(T) Robb, Miss Janet Henderson	1922
(S) Robbins, Mrs. Hilda	1924
(S) Rourk, Mrs. William A.	1927
(T) Rulison, Mrs. Mildred Gignoux	1922
(S) Sands, Dr. Jane	1922, 1923
(T) Sasse, Miss Hannah	1925, 1926
(I) Saunders, Mrs. A. P.	1921
(I) Saunders, Mr. Laurance J.	1921, 1922, 1926, 1927

Name	*Year*
(U) Saunders, Miss Sylvia	1924
(T) Schermerhorn, Miss Helen I.	1921
(U) Seeley, Miss Janet	1924
(U) Shepherd, Miss Susan	1927
(T) Shoemaker, Miss Alice	1923, 1924
(T) Smaltz, Miss Rebecca	1925
(S) Smith, Miss Geneva	1922, 1923
(S) Smith, Miss Hilda Worthington	1921, 1922, 1923, 1924, 1927
(S) Sprague, Dorothy	1927
(U) Spruance, Miss Emily	1927
(U) Stewart, Miss Elizabeth	1927
(I) Stites, Dr. Sara	1921
(S) Strauss, Miss Emilie T.	1924, 1925
(I) Swenson, Miss Esther L.	1926
(S) Taylor, Miss Clara I.	1924, 1925, 1926
(T) Taylor, Miss Mary	1923
(U) Tomkins, Miss Katherine	1925
(T) Trull, Miss Edna	1926, 1927
(S) Tuve, Miss Rosemond	1926, 1927
(I) Tyson, Dr. Francis	1923
(T) Underhill, Miss Mary	1923
(S) Van Rensselaer, Miss Catherine	1925
(S) Van Wagenen, Miss Lacy	1927
(U) Vincent, Miss Elizabeth	1923
(S) Wagner, Miss Augusta	1923
(S) Wagoner, Dr. Marjorie Jeffries	1924, 1925, 1926
(T) Wallace, Miss Isabel	1922, 1923
(S) Walton, Mrs. Cornelia	1924, 1925
(T) Ware, Miss Caroline	1922
(I) Weil, Miss Dorothy	1927
(S) Weir, Mrs. Beulah H.	1922, 1923, 1924, 1925, 1926
(T) Wessell, Mrs. Morris J.	1924
(T) West, Miss Miriam E.	1926
(T) White, Miss Edith	1921, 1924

Name	*Year*
(S) Winslow, Miss Edna M.	1926, 1927
(S) Woodworth, Miss Mary	1923, 1924, 1925, 1927
(S) Wright, Miss Catherine	1922, 1923, 1924, 1925, 1926
(S) Wright, Miss Mary	1927
(I) Wylie, Dr. Laura J.	1924, 1925, 1926

APPENDIX H

PUBLICITY FOLDERS

1.

Recruiting Folder

BRYN MAWR SUMMER SCHOOL

for WOMEN WORKERS *in* INDUSTRY

Bryn Mawr, Pennsylvania

June 14 to August 10, 1928

WOMEN WORKERS! WOULD YOU LIKE TO GO TO SCHOOL?

Education is a Great Adventure

For two months this summer you may study at Bryn Mawr.

Learn something of the reasons behind your own industrial problems.

Study what you may do to help in their solution.

Discover the world of nature, and the world of books.

Express your thoughts more clearly in writing and speaking.

Understand something of music, art, and literature.

Build up your bodies through gymnastics and recreation.

Live with industrial workers from all over the United States and from European countries.

Admission Requirements

The applicant shall be between 20 and 35.

She shall have had at least three years wage-earning experience, two of which must have been in industry.

She shall have completed at least the sixth grade in school and have supplemented this by further study.

She shall be able to read and write English.

Only women working with the tools of their trade, and not in a supervisory capacity, are admitted. For the present, saleswomen, clerical workers, and teachers are not included in the group admitted.

One hundred students will be admitted this summer.

Expenses

Scholarships covering cost of tuition, room and board are available for accepted candidates who cannot attend otherwise. Partial scholarships are also available. It is necessary for students to have a small incidental fund to cover cost of books, papers, and supplies.

History of School

The school was organized in 1921 through the inspiration of President M. Carey Thomas, *President Emeritus* of Bryn Mawr College. During the past seven summers there have been 62 students, 69 of whom have returned for a second summer, in attendance from the rank and file of industry.

The Aim

"To offer young women in industry opportunities to study liberal subjects and to train themselves in clear thinking; to stimulate an active and continued interest in the problems of our economic order; to develop a desire for study as a means of understanding and of enjoyment of life. The School is not

committed to any theory or dogma. It is expected that thus the students will gain a truer insight into the problems of industry and feel a more vital responsibility for their solution."

Administration

The School is controlled by a Joint Administrative Committee made up of representatives of women workers in equal numbers with college and university women. It is supported entirely by contributions from those believing in workers' education.

Plan of Teaching

Small classes in Economics, English Literature, Composition, Public Speaking, Science and Psychology. A tutoring system making it possible for workers to gain much in two months.

For information about local study classes, or admission write to the Summer School Office, 218 Madison Avenue, New York City, and you will be referred to the Summer School Chairman in your district.

2.

NEW PATTERNS

James Harvey Robinson says that "in the conscious adventure of humanizing knowledge" we ought to seek "to discover new patterns of what is already known or in the way to get known."

In this adventure "to be simple is to be sympathetic, and to endeavor to bring what one says or writes close up to those one is addressing."

"A good deal of courage is necessary too."

Our present-day educational system has not yet discovered patterns which humanize knowledge and make it available to

the thousands of industrial workers who are eager to learn. The teachers and students who are attempting to work out these new patterns must be pioneers.

In the Bryn Mawr Summer School for Women Workers in Industry this coöperative effort has been made for the past three years. Each summer 100 women workers in industry, drawn from many trades and from every section of the country, set out on this educational adventure.

Working with them is a group of instructors expert in their own subjects and willing to experiment in methods of teaching. Courses are given in Economics, English, Literature, Social History, Science, Psychology, Hygiene and Appreciation of Music. In the classroom an attempt is made to discover facts and to relate practical experience with theoretical knowledge.

Extracts from Letters from the Summer School Students

Winter Study Classes Follow the Summer Term

"The very next night after School closed some girls in the neighborhood came in to talk Summer School with me; before they left we had organized a class to study the History of the United States as given at the Summer School. This class increased from three to ten members and met every Tuesday evening in my house. As I had taken down the lectures, we went over them and used for textbooks Becker's 'The United States' and Bryce's 'Modern Democracy.' We met for ten weeks."

"I must tell you what I am doing to prepare for my big adventure (going on to school and college). I expected to find all my friends enthusiastic about my plans, but sad disappointment! One tells me I am crazy to attempt such a thing at my age as to go after a regular education; another tells me I will never live through it, and a third asks me what I will

do with it after I get it. They all think I am a little bit queer, yet so far no one has been able to take the starch out of me or discourage me in any way."

"I looked for Mars, but it seemed to be in the east instead of the south and I couldn't find the dipper at all. Tonight I shall have an enjoyable time with the stars, since, through your directions, I have been able to make a funny chart and can try and go by that in locating the stars."

"We have started an Economics class, and hope to start a class in Literature after the new year. There are twenty-five women in our Economics class. With the exception of a very few who are clerical workers, we are women in industry. Our class meets on Monday evenings, and we are following the custom started at Bryn Mawr. The first hour we have lecture and discussion and the second hour we have a tutor to answer our questions. We hope to be able to get at least six girls to make application for next summer."

"First the book list puzzled me. I just could not find any book whose title in any way resembled the ones on the list, till my good friend during the summer directed me to her favorite library where I found enough books to read to keep me busy for a while. It seems wonderful to read such interesting books and to know you are not wasting time on them. When classes formed under the auspices of the Women's Trade Union League, I was only able to enlist in one class, which was a course in Government, Law and Labor."

Wider Horizons and A New Viewpoint

"I will tell you briefly just what I am doing. The first thing I became conscious of was the fact that I have always been self-conscious, timid; plainly speaking, a follower, and Bryn Mawr has taught me to be a leader. Where should I start and what should I do? The Y.W.C.A. has always been an inspiration to me, and there I thought would be a good starting point.

The result was that just last month I was appointed advisor of a club, and also a member of the staff of the Federation News, which is issued monthly."

"Before I attended the Bryn Mawr Summer School these United States of ours seemed enormously large to me. New England, New York and Washington were the only places of interest to an industrial girl living in New England. The contact with girls from all over the country from Maine to the Pacific Coast, hearing their accounts of life and contrasting them with our own, finding little or no difference in some cases and surprising differences in others—all this has made this vast country like a neighborhood to me, where everybody is interested in what the other fellow is doing. One 1922 student daily passed a Brockton coöperative shoe store in her city and never gave it a thought, but on returning home from Bryn Mawr her attention was attracted to the word 'Brockton' at once, and she felt as though she knew the 'largest shoe manufacturing city in the world.' "

"The two months at Bryn Mawr have changed my viewpoint very much. If, a little more than two years ago, I was more or less taken up with my own interests, I now realize that my fellow-workers also have problems which are at least as interesting as my own. I have learned to see the value of the exchange of experiences and opinions with working girls from a different part of the country, of a different trade or a different opinion."

"Now more than ever I feel the necessity of education in order to confront life as it is. I realize now the value of confronting my problems with a knowledge of the facts of the situation. It is remarkable and at the same time pitiful to see energy and time wasted because of lack of knowledge. It seems that workers to be effective need the background of knowledge, and this is our greatest lack in the labor movement."

"The two months at the Bryn Mawr Summer School had a great effect on me, because I feel like a different person than I did before I went. So far, the only way that I can figure it out is that it is a case something like Rip Van Winkle. You know, Rip Van Winkle slept for twenty years and when he awoke he was old, out of touch with everything, and had long hair. I slept for eight weeks and when I awoke I was twenty years younger, alive to everything around me, and had short hair!"

Students at Work for the Summer School

"I have given several reports on the Summer School to various groups of girls, particularly to our one hundred and twenty industrial girls who meet at the Y.W.C.A. every Monday night. I have dwelt on the importance of a Public Speaking class. We have organized a class and twelve girls have joined it. They all say they have gained much from it already. We also have a girl selected to make application for next summer's course, and I shall do all I can to prepare her, as well as to finance her. Each Monday night at the Forum we have speakers, from whom we receive talks on health, parliamentary law, industrial crises, and other interesting subjects."

"I am working with the Brotherhood of Electrical Workers and also the central body called the Trades Assembly and we hope to find a student for next year; and if not all, at least part of a scholarship. Our women workers are going to work hard this year for the minimum wage, and I expect to represent the working women at the hearing this legislative year."

"I never forget for an instant that the Summer School will be in session again next summer and that to make it a success the right kind of girls must be sent."

Will You Help the Summer School to Work Out These New Patterns In Education?

The School is made possible by a scholarship fund raised annually through the gifts of many groups and individuals in every district of the country. A scholarship of $200 covers the expenses of one industrial worker for the two months' term.

(Checks should be made payable to Asa S. Wing, Treasurer, and sent to Mrs. Gifford Pinchot, Summer School Finance Chairman, Bryn Mawr College, Bryn Mawr, Penna.)

3.

FINANCE FOLDER, 1928

AFFILIATED SUMMER SCHOOLS *for* WOMEN WORKERS IN INDUSTRY

Conducting the Summer School at Bryn Mawr College

Affiliated Schools

The Barnard Summer School

The Wisconsin Summer School

Since the Bryn Mawr Summer School was established in 1921, the movement to use empty college buildings in summer for the education of industrial workers has developed rapidly. Three schools are now affiliated, the Bryn Mawr School, one in New York City at Barnard College, and one at the University of Wisconsin.

SPECIAL SCHOOLS FOR INDUSTRIAL WORKERS

These Schools emphasize the following features:

Democratic Control. Women workers, college women and other interested people on all administrative committees.

Experimental Teaching. Adapted to the mature mind of the industrial worker, to her lack of elementary preparation, and to her interest in industrial problems.

A Scholarship Plan. Making it possible for factory workers to attend without expense.

The Bryn Mawr Summer School

Purpose

The purpose of the School is to offer young women in industry opportunities to study liberal subjects; to train themselves in clear thinking and to stimulate an active and continued interest in the problems of our economic order. The School is not committed to any theory or dogma. It is conducted in a spirit of impartial inquiry with freedom of discussion and teaching.

One hundred Women Workers in Industry attend the Bryn Mawr Summer School each year, for a two months' term.

The School welcomes industrial workers of all trades and opinions, union and non-union workers in equal numbers. The students come from every section of the United States, from Canada, and from European countries.

Five workers from Germany, Sweden and England attended the School in 1928.

Statistics of Students, 1928

Trades

Garment	36	Biscuit Packer	1
Textile	13	Pocket Books	1
Millinery	9	Hair Goods	1
Shoes	3	Corset	1
Telephone and Electrical	5	False Teeth	1
Neckwear	3	Waitress	1
Bindery	3	Fur	1
Tobacco	2	Iron and Steel	1
Laundry	2	Tin Boxes	1
Canning	2	Paper Worker	1
Domestic workers	2	Radio	1
Railway Clerk	1	Optical	1
Chain Assembling	1	Candy	1

Nationalities

American	55	Syrian	1
Russian	23	Irish	1
Polish	5	Latvian	1
Austrian	2	Hungarian	1
German	2	Rumanian	1
Italian	1	English	1
Lithuanian	1	Swedish	2

Admission Requirements

Age limits, 20 to 35 years. Two years' experience in industry. School preparation through the sixth grade, supplemented by further study.

Selection of Students

Fifty committees in important industrial centers are recruiting women workers for the School, preparing them through evening classes and recommending well-qualified applicants. A central Admissions Committee makes the final selection, on the basis of a distribution of trades, localities, union and non-union workers.

Fifteen places are reserved each year for second-year students.

The School does not aim to take workers out of industry, but to give them a better understanding of industrial problems and new resources for leisure time. The course is in no way vocational and does not lead to a better job.

Financial Support

A scholarship of $250 is awarded to each of the 100 accepted candidates. This sum represents the actual cost of the two months' term. In addition, a winter budget of $16,000 must be raised for the purpose of carrying on a national program, to recruit students, secure faculty, and promote evening classes for industrial workers.

Each District Committee of the Summer School helps to raise the scholarship fund and is responsible for securing dis-

trict expenses and a carfare fund to send students from the district to Bryn Mawr.

New Plan of Teaching

A new arrangement of courses in 1928, with an improved plan of teaching, brought good results in individual progress for the students. The School was divided into small units of about twenty students, on the basis of general advancement. Three instructors were in charge of each unit, working together on coördinated courses and tutoring their own students.

Courses

Required Courses in Economics and English. (Composition, Literature and Public Speaking.)

Courses in Science, Psychology or History given in each unit.

Health and Recreation

Through medical examinations, hygiene lectures and corrective gymnastics, special attention is given to the health problems of every student. Marked improvement is noted in many instances after two months at School. Instruction is given in swimming, tennis, folk-dancing and rhythmic dancing. The creative use of leisure time and the development of individual talent are encouraged through music, dramatics and school festivals.

Some Results of the Bryn Mawr Summer School

Return to Industry. After a study made of one group of former students, it is estimated that *four-fifths of the former students of the School have returned to industry.* One-fifth have gone into other occupations or are continuing their education in full-time courses.

Evening Classes. There has been a marked increase in attendance at evening classes by former students of the Summer

School, and a decided change toward a more serious type of class. Many former students have themselves started workers' classes and have helped to secure teachers in places where no evening classes were available.

New Interests and Activities. A greater interest has been shown by many former students in such questions as voting, legislation, industrial studies, and community activities. From all over the country reports come to the School of help given by former students in their own labor organizations or industrial clubs, of individual development and an increased sense of responsibility.

Value of Experimental Teaching. A new method of teaching is the subject of experiment by the Summer School faculty each summer. During the past eight years the School has made great progress, and the results of faculty discussions are of value to the whole workers' education movement.

Coöperation between Colleges and Women Workers. Six undergraduates take part in the School each year as recreation assistants and attend one class with the women workers. College Alumnæ are giving active help on district committees of the School, with groups of women workers.

APPENDIX I

Curriculum—1921-1927

1921

Labor Economics	4 Courses 5 hours, 3 hours or 2 hours a week

Also special lectures on Women in the Labor Movement.

English Literature	3 hours
Political History	3 hours
Social History	3 hours
English Composition	2 hours
Special lectures	Community Life 8 lectures Earth History 8 lectures

1922

Economics	Modern Industrial Society 4 hours required for all first-year students
English	Written and Oral (2 hours required of all first-year students)
Hygiene	1 hour required of all first-year students
Psychology	Human Behavior (3 hours required of all second-year students)

Major Electives

History of the Labor Movement	(After an economics course) 3 hours

English Literature	3 hours for elementary students 2 hours for advanced course
History of Civilization	2 hours advanced course 3 hours elementary
Government	The Citizen and the State.

Minor Electives

Government	1 hour
Science	1 hour
Music	1 hour
History of the Labor Movement	1 hour

It was decided that no student should be allowed to take more than eleven hours a week of classroom work; in the case of first-year students this could be divided as follows: 7 hours of required work, 3 hours in a major elective, 1 hour a week in a minor elective. In the case of second-year students 2 three-hour courses; 2 two-hour courses and 1 one-hour elective.

1923

For first-year students there were three main divisions of 4 hours each, of which A was required with a choice of B or C.

A. Division of Modern Industrial Society combining Economics, History of the Labor Movement, Government, Constitutional and Industrial History.

B. Division of Literature, History and Art or

C. Division of Science (An examination of some of the facts of Physics, Chemistry, Astronomy, Geology and Biology).

For seconr-year students the work was drawn from the following divisions:

A. Psychology, 4 hours.
B. Advanced Social Economics, 4 hours.
C. Literature, History and Art, as above.
D. Science, as above.

Each student registered for eight hours of work in two main divisions and three hours of Composition (drawing subject matter from these divisions). One-hour course in Hygiene without preparation given for first-year students. One hour in advanced Hygiene for second-year students.

Music and informal work in Science (Nature Study) taken by interested students in leisure time to count toward hours required in a recreation program. (Two periods of corrective gymnastics and four of recreation activities to be required of all students.)

1924

Economics	3 divisions (advanced, elementary, intermediate) 4 hours required	
English Composition	2 hours required	
Science	4 hours, with addition of 5 hours field work and evening observation	Electives
Literature	4 hours	Electives
History	4 hours	Electives
Psychology	4 hours	Electives
Hygiene	1 hour	
Mental Hygiene	4 hours during the term	
Music Appreciation	1 hour	

Students averaged 23 hours of classroom work a week including tutorial hours. Science students two hours additional.

Each student enrolled for Economics, English and one four-hour elective. Hygiene and Music additional.

1925

Economics	4 hours required	Electives
English Composition	2 hours required	
English Literature	4 hours	
General Science	4 hours	
Psychology	4 hours	
History	Series of 6 lectures for whole School	
Music Appreciation	1 hour	
Hygiene	1 hour	

1926

Economics	4 hours in 3 sections required	
English Composition	2 hours required	
English Literature	4 hours	Electives
History	4 hours	
Psychology	4 hours	
Music Appreciation	1 hour	

1927

Economics	4 hours required
Science	3 hours
History	3 hours
English	(Combination course of English Composition and Literature) 4 hours required
Psychology	3 hours
Music	1 hour

APPENDIX J

OUTLINES OF TYPICAL COURSES

Outline of an Elementary Economics Course

Introduction—The technique of study and discussion.

1. Women in industry
   - a. Who are they? Age
     - Marital condition
     - Nationality
     - Race
     - cf. to men: Length of time in industry
     - % of total female population
     - % of total female working population
   - b. Why are they there?
     - Responsibility for dependents
     - Women and machine industry
     - The new home life
     - The changed social status of women
   - c. What do they do?
     - Occupational distribution
     - "Women's jobs"
       - Criteria:
         - Character of the task
         - Physical strain
         - Training and skill
         - Special aptitudes
         - Tradition and custom
         - Pay
   - d. Summary: What are some problems which are peculiar to them?

1. Interlopers in men's jobs
   The later comers in industry
2. Woman as a permanent factor in industry
3. The adjustment of home life

2. The problem of a "good job"
   a. What are the elements of a "good job"?
   b. What are some of the important conditioning factors of the job?
      Natural resources
      Human resources
      Industrial knowledge—technology
      Industrial equipment—capital goods
      Science of management—Costs
      Science of finance
      Social control
      Ideas and social institutions
        Free enterprise—The rôle of the enterprise
        Private property—The attitude toward control
      The activity of government
   c. The strategic points of control

Problems of the workshop
- To be analyzed re
  - What is the problem?
  - What are controlling factors? things, persons
  - What can be done about it?

a. Some characteristics of machine industry
b. Can work be interesting?
c. Hours of work and leisure
   - Health
   - Æsthetics
   - Morals
d. Good working conditions
e. Handling grievances
f. Safety
   - accidents
   - disease
   - death

g. Selecting workers for jobs
- Excluded classes
  - Legislation
  - Trade Unions
- Personnel administration

h. Training workers for jobs
- Apprenticeship
- Trade Schools
- Training by the firm
  - To do the job
  - To do the next job

Specialization vs. Adaptability

i. The risks of the skilled worker

j. Standards of performance

k. Steady work—unemployment

Increased earnings

Division of burden among workers

Passing the burden on
- Consumers
- Employers
- Community

Prevention
- Regularization of industry
- Dovetailing industries

Emergency measures

Problems of pay

a. Facts about wages and earnings

b. The distribution of wealth and income

Personal

Functional

Among industries

c. The control of wages
- The strategic points of control
- The mechanism of control

Through individual bargaining

Through collective bargaining

Through government regulations

How and why we spend our money

Spending and saving:

Who decides and why

Some of the consequences of the decisions
Who and what determine how we spend our money
What is a standard of living?
How do standards come to be?
The consumers' choices
Custom and tradition
Technology
Business control of standards
Control of other institutions
Education, the press, etc.
Government
What is a "living wage"?

Summary—Statement of the problem of the control of industry

a. The basic aims and processes of any economic order

b. Forms of control
So-called automatic control
The "business" control of industry
The social control of industry

Special Evening Sessions. Suggested Topics

The Negro Woman in Industry
The History of American Immigration
The Industrial Revolution in the United States
Natural Resources in American History
The Rise of Trade Unions in the United States
The Meaning of Race
As I Foresee the Problems of Workers in My Industry (Selected students)
Control in Various Types of Economic Society
The New England Farm and Village
The Southern Plantation
The Frontier Farm
The American Farmer

Outline of Elementary Course in Economics

I. Brief outline of the resources and physical features of the United States that affect the economic welfare of the people.

II. The coming of the white races to America and the industrial development of the United States.
   a. The period of discovery, exploration and appropriation—1492-1607.
   b. The colonial period—1607-1820.
   c. The establishment of "industrialism"—1820-1860.
   d. The expansion of "industrialism"—1860-1920.
   e. The current situation briefly described.

III. Our modern economic organization and how it works.
   a. How production is carried on.
   b. How production is controlled and guided.
   c. How income is divided.

IV. Problems of the wage-earner in modern industrial society.

V. The need for legislation.

VI. The need for labor organization.

Outline of Intermediate Course in Economics

The Worker in Modern Economic Life

1. Introductory discussion.
   a. The composition and characteristics of the present industrial population of the United States.
   b. The groups of industries and their interdependence.
2. The coming of capitalism.
   a. The early systems of production compared.
   b. Characteristics of the modern factory system.
   c. Social changes brought about by the industrial revolution.
3. The bargaining power of the worker in the development of industrial society.
   a. Distribution of economic power arising out of private property.

b. Extent and significance of the concentration of economic power.
c. The modern business cycle in its relation to the distribution of power.
d. The efforts of workers to build up power through organization.
e. Programs and policies of the trade unions in different industries.
f. Studies of experiments in industrial government through collective bargaining.

4. The rôle of the state in balancing economic power.
   a. The police power and labor legislation.
   b. Standards achieved through labor laws in the different states.
   c. The effects of the decisions of courts.
   d. Problems of administration in the United States and in Europe.
5. Proposed alternatives to present industrial society.
   a. Examination of criticisms based on waste and inequality.
   b. The program of a more regulated capitalism.
   c. Examination of the ideal social orders proposed.

Outline of an English Course

The English work divides itself naturally into four parts: written composition, oral English, grammar, and literature.

The aim in the *composition* course is to encourage self-expression. The class period will be used to read and criticize compositions that have been written and to stimulate interest in subjects for the following week. One composition a week is the requirement.

In *oral English* each member of the class will be required to make a brief talk, prepared in advance, each week, and to enter into the criticism and discussion of the speeches of the others.

As to *grammar,* the aim is to include enough technical grammar, along with practical exercises, to enable one to correct

one's own errors in speech. The greater part of this work will be done individually by the tutors as the removal of bad speech habits requires personal attention. In class speech errors common to the whole group will occasionally be considered.

The emphasis in *literature* will be on contemporary authors. After a brief review of contemporary literature in general, the modern drama will be taken up in somewhat more detail. We shall read and discuss some of the plays of Ibsen in whom the modern play has its roots and pass from him to George Bernard Shaw and some of the younger dramatists. Reading certain plays and novels and making reports upon them will be one of the requirements.

Textbooks

Century Handbook of Writing.
1600 Drill Exercises in Corrective English.

Plays

A Doll's House, Ghosts, An Enemy of the People, by Ibsen.
Misalliance, Fanny's First Play, by G. B. Shaw.

Outline of a Course in Natural Science

The course in Science is a brief introduction to the sciences generally.

It starts with *astronomy*—a simple study of our solar system, based on discoveries made by nightly observations of the sky; (the simpler *physical* and *chemical* ideas involved such as air pressure, inertia, combustion, the constitution of the atmosphere and of water, are tested experimentally in the laboratory); it goes on to the consideration of other solar systems, attempts to give some idea of the enormous distances involved, and terminates in theories of the *evolution of heavenly bodies.*

The second half of the course deals with *biology,* and the

related branches of science. It is accompanied by observational work in the laboratory and by nature study work on flowers, insects, birds, etc., done largely on accompanied walks in the evenings. Starting with a consideration of the characteristics of living matter and of its structure, the course goes on to an experimental comparison of plants and animals, leading up to the study of classifications.

In a brief *geological* study of the formation of rocks, and of the fossils found in them, the *history of life on earth* is unfolded, and an attempt is made to convey an idea of the great extent of time covered by the geological eras as compared with the time covered in the history of civilization.

This study leads naturally to theories of the *evolution of life,* to explain the biological and geological facts, and to a discussion of the theory of special creation.

Some accounts of the work of Charles Darwin is given, and the factors of evolution are considered. The probable evolution of man from the anthropoid ape stock is traced, and evolutionary agencies among higher animals and the future of man are discussed.

Outline of Modern History Course

This course aims at giving in outline the recent historical background of the present European situation. It emphasizes the great social and intellectual changes of the nineteenth century, the structure of the "Old Order"; its disruption; industrial, scientific, sentimental and religious changes which lie behind the Victorian periods; the liberal and nationalist achievements; the American situation; colonial expansion; "big business"; the great state and the great war. It then discusses in more detail the problems of the Peace Settlement and their development.

The treatment is not technical and the method followed is to lift from the student the burden of the factual background by devoting two of the four periods each week to such exposi-

tion. This is preparatory to treating, with some leisure and enjoyment in the remaining two hours of the week, some specific situations, such as "1848," or a personality like Voltaire or Massini or Lenin or a contemporary problem, such as the Hungarian Question. The students are expected to read under guidance extracts from material of more than technical interest, such as e.g. "Candide" or "Past and Present," or the Memoirs of Bismarck or Colonel House, or Strachey's "Queen Victoria." This reading will be discussed in class so as to develop gradually as critical and sympathetic an understanding of the foreign points of view as possible.

Outline of a Course in English Literature

I. *Nature and aim of the course.*

The course was planned to give the student:

1. Power to read good literature with some measure of enjoyment.
2. A sense of the connection of literature with the larger social movements of the period in which it was written.
3. An elementary but fundamental knowledge of the development of literature and of the relation between two or three of the important periods.

That it might reach these ends, it was considered under the following aspects:

1. The place of human life and thought in the cosmic order.
2. The study of a few plays in the ages of Pericles and Elizabeth, and some reading of the plays of our own day. The plays of each period were studied in connection with the social conditions of which they were the exponent.
3. English poetry in the nineteenth century as influenced by the democratic and industrial movements of the day.

(This last was necessarily even more sketchy than that of the earlier periods, and was planned chiefly to suggest lines of independent work.)

II. *The method of reading followed in the course.*

For the success of the course it was necessary

a. That the students should read as much literature as they could intelligently master.

b. That they should get some idea of the social background of the books they read, in so far as this conditioned their points of view and poetic qualities. Some members of the class needed much training in the reading of poetry and all found it difficult to master the material necessary for the historic background. The actual class and tutor work gave elementary training in both processes, though as far as possible it dealt in interpretative discussion of the books themselves.

III. *Course of general procedure.*

The sense of development in literature and life seemed possible of attainment by such a group of students only in very broad lines. They therefore used the charts based on Wells' *Outline of History* to trace the development of human life in the world and its gradual advance towards imaginative expression. This part of the work was the more compassable because the girls had, during the preceding winter, read several chapters of Wells' *Outline,* Robinson's *Mind in the Making* or Van Loon's *Story of Mankind.*

Through this approach they came with relative ease to the idea of folk-art and folk-literature, reading in this connection ballads, old and new, learning something of the religious ceremonies from which Greek drama developed, and working out the return to nature in the last two centuries in its connection with the revival of interest in the elementary and primitive experience.

The transition from folk-literature to drama was natural. In drama, however, the class centered on typical plays which it considered in their relation to Greek religion and life in the time of Pericles. The girls read carefully two plays—Sophocles' *Antigone* and Euripides' *Trojan Women,* many of them also reading *Œdipus Tyrannus* which they seemed to find wholly comprehensible and delightful. The Elizabethan drama was studied in the same way. The girls read enough history to give them some background for the understanding of the typical mental attitude of the time, and they then read a few Shakespeare plays: *As You Like It, The Merchant of Venice, The Tempest,* and *Macbeth* or *Hamlet.* We had not time to consider any modern plays in class except Ibsen's *Doll's House* and *An Enemy of the People.*

In the last six lessons we have considered the various trends of thought growing out of the French Revolution and the industrial changes of the century, suggesting in passing a few of the other main lines of development. The reading has been almost wholly confined to poetry in the nineteenth century.

A reading list that follows out the lines suggested in class, and the understanding of the students of the work we have done, are our only hope of their becoming better and more intelligent readers.

Outline of a Psychology Course

I. Preliminary orientation—Some necessary attitudes toward *Man* (Homo Sapiens).
   - A. The Evolution of Man.
     1. The vast stretch of time.
     2. Physical changes in man.
     3. Mental changes in man.
   - B. Some Ancient Types of Man. Variability of Man.
     1. Prehistoric Types.
     2. Present Types.
        Races and Sub-races.

C. The origin of Civilization.
   1. Prehistoric Culture.
   2. A Simple Culture—The Eskimos.
   3. A Higher Culture—The Iroquois.

II. *The Evolution of Mind and Human Behavior.*
   A. The Scientific Study of Behavior.
   B. Mind as Revealed in Behavior.
   C. Evolution in the Mental as Well as Physical Realm.
   D. Mind and Purposive Striving.

III. *Primary Forms of Mental Activity in Man.*
   A. General Characteristics of Instinctive Behavior.
   B. The Cognitive-Affective-Conative Cycle in Instinctive Behavior.
   C. Instinctive Dispositions of the Higher Mammals and Man.
   D. Specificity of Instinctive Behavior in Animals.

IV. *The Organic Integration in Behavior.*
   A. The Central Nervous System.
   B. The Autonomic-Sympathetic Nervous System.
   C. The Endocrine Glands or Action of Catalysts or Hormones.
   D. The Nature of the Primary Emotional Qualities.

V. *The Innate Mental Capacities or Dispositions of Man.*
   A. Fuller Consideration of Instinctive Behavior.
   B. The Nature of Laughter.
      Play.
      Imitation.
      Primitive Passive Sympathy.

VI. *Advance to Higher Forms of Mental Activity.*
   The Meaning of Human Behavior.
   A. The Higher Mental Processes.

1. Perceptual Thinking.
2. Imagining and Anticipating.
3. Recollecting.
4. Memory in relation to Striving Tendencies.

B. The Conative Nature of All Mental Processes.

VII. *The Organization of Emotional Experiences.*

A. Blended or Secondary Emotional Qualities.
B. The Nature of Sentiments or Organized Emotional Experience.
C. Emotional Qualities Dependent upon Sentiments.
D. The Derived Emotions of Conscious Desire.
E. Belief and Doubt as Emotional Experiences.

VIII. *The Components of Personality.*

A. Disposition.
B. Determination or Temper.
C. Temperament.
D. Moods—Their Nature, Significance and Control.

IX. *The Components of Personality.*

A. Character.
B. Character and Habit.
C. Sentiments and Volition.
D. The Bi-polar Aspect of Sentiments.

X. *Assertion and Submission in Social Integration.*

A. The Behavior of Co-acting Groups.
B. The Behavior of Face-to-Face Groups.
   Conversation and Discussion.
C. The Behavior of Crowds.
   Crowd Emotional Experience.
   Crowd Thinking and Resolution.

XI. *Open and Hidden Conflict in Social Integration.*

A. Anger, Fear, Repulsion Group.
B. Sex and Personal Group.
C. Assertion and Submission Group.

XII. *The Mental Factors in Social Control.*

A. Public Opinion—Government—Education—Religion—Leadership—The Arts.

B. The Nature of Social Progress.

APPENDIX K

Faculty Rating Sheet

Name of Student.....

I. *Estimate of Adequacy of Work in Courses:* Report: A B C D E

Rating Estimate here the quality of work and grasp shown in course	Courses				
	Economics Adv. Intermed. Elem. (Check)	Economic History	English	Science	Psychology
Superior	.....	.....	.....	.....	.....
Good	.....	.....	.....	.....	.....
Fair	.....	.....	.....	.....	.....
Acceptable	.....	.....	.....	.....	.....
Barely acceptable	.....	.....	.....	.....	.....
Inadequate	.....	.....	.....	.....	.....
	Signature of Teacher.....				

II. *Recommendation Respecting Second-Year Work:*

Recommendation	Signature of Teacher			
	Economics Economic History	English	Science	Psychology
Recommended without reservations for return another year (First Choice)	.....	.....	.....	.....
Recommended with reservations (Second Choice)....	.....	.....	.....	.....
Not recommended for return	.....	.....	.....	.....

Reservations .....

III. *Capabilities:*

Did this student display qualities of a nature which might be encouraged through the resources of the community, educational opportunities, or employed to further an interest in industrial problems, etc.? (Specify, with signature.)

.....

.....

IV. *Disabilities:*

Were there any particular handicaps from which the student suffered which affected the caliber of her work? (Consider here language difficulties, marked prejudices, emotional instability, marked distractability, chronic fatigue, etc. Specify, with signature.)

.....

.....

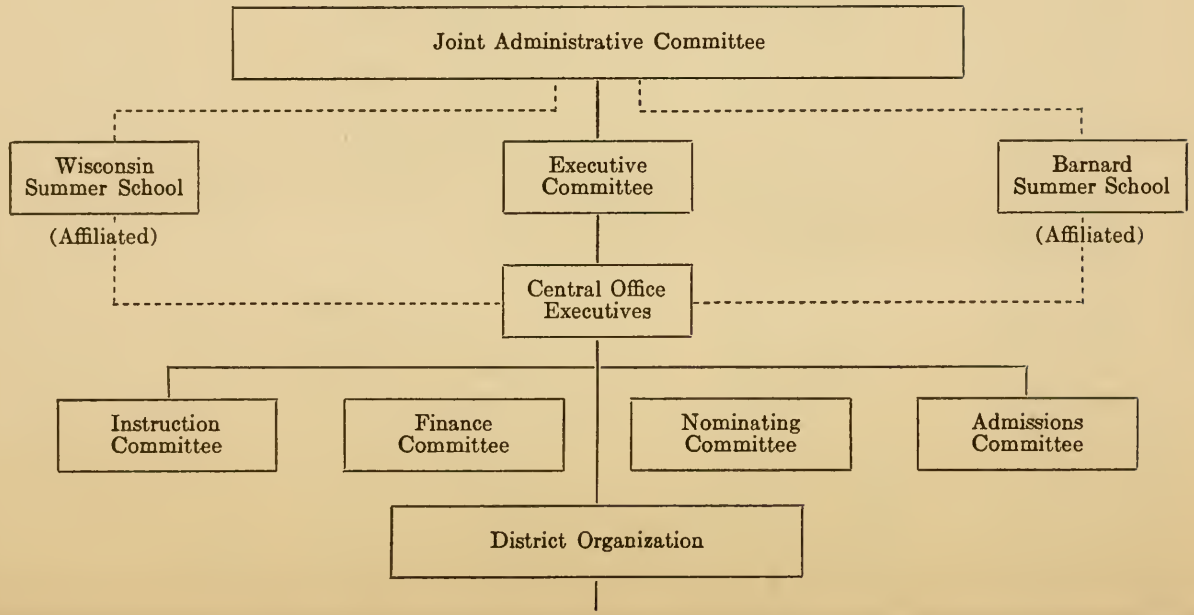
V. *Results of Mental and Educational Tests:*

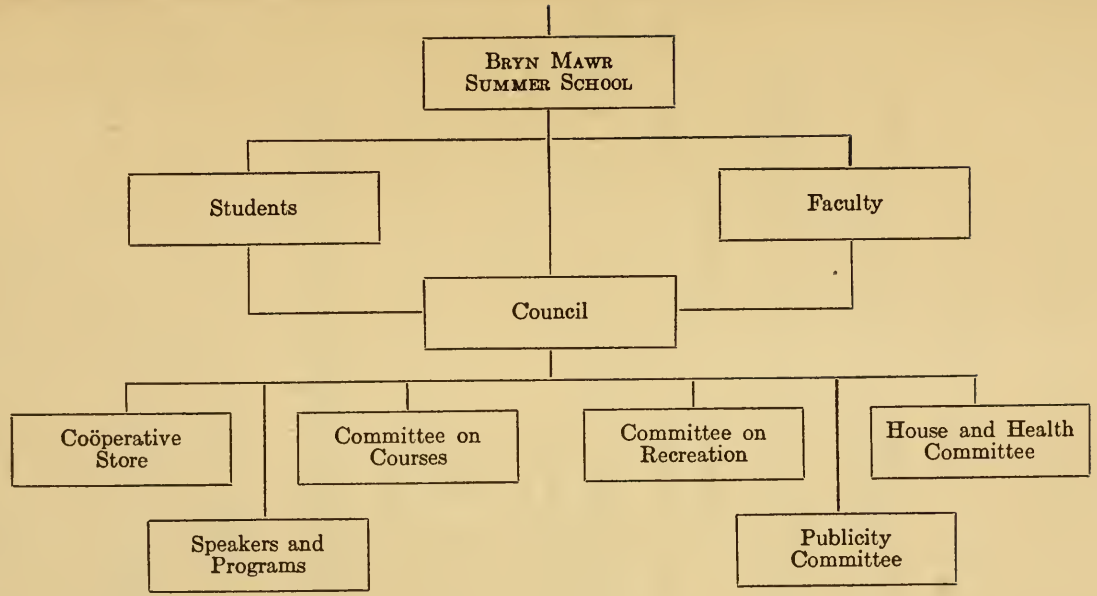
Alpha Group Mental Test Score.....Position in Group.....
Silent Reading Compr. Test (Corresponding Sch. Grade).....
Thorndike-McCall Reading Scale (Reading Quotient).....
Social Concepts Test Score.....Position in Group.....

Note: Please use *reverse side* of this page for additional details regarding the student which would be to her interest or the interest of the School.

APPENDIX L

PLAN OF ORGANIZATION, 1927–28.




Bryn Mawr Summer School
Students
Faculty
Council
Coöperative Store
Committee on Courses
Committee on Recreation
House and Health Committee
Speakers and Programs
Publicity Committee

APPENDIX M

RESIDENT SUMMER SCHOOLS FOR WOMEN WORKERS IN INDUSTRY

CONDUCTING THE BRYN MAWR SUMMER SCHOOL
BRYN MAWR, PENN., JUNE 14 TO AUGUST 10, 1928

Application for Admission

To be filled out and returned to the Chairman in your district
or to
Summer School office, 218 Madison Avenue, New York City

1. What is your name?.....
2. What is your address? (Give street, city and state).....
.....
3. What is your age?.....
4. Where were you born? (If born abroad, give city or province, if possible).....
.....
5. How long have you been in the United States?.....
6. Have you ever voted? (If so, give year of your first vote)
.....
7. Are you single, married or a widow?.....
(No discrimination is made against married women.)
8. Where was your father born? (Give city or province, if possible) .....
9. If born abroad, has he become a citizen of the United States? .....
10. Where was your father's father born?.....
11. Where was your father's mother born?.....
12. Where was your mother born?.....

13. Where was your mother's father born?.....
14. Where was your mother's mother born?.....
15. How long has your father been in the United States?.....

.....

16. How long has your mother been in the United States?....

.....

17. Is your father living?.....
18. Is your mother living?.....
19. What is your father's occupation?.....
20. What is your mother's occupation?.....
21. What languages do you speak?.....
22. What languages do you read?.....
23. At what age did you leave school?.....
24. What was the last grade you completed in school?.....
25. At what age did you begin work?.....
26. Give in order, with date of years, all the positions you have held in industry, giving the kind of work and name of industry:

Date	Job	Industry
.....	.....	.....
.....	.....	.....
.....	.....	.....

27. What is your present trade? (Give name of firm in full; product manufactured by this firm, and process in which you are engaged.)

.....

.....

.....

28. Do you belong to a Trade Union? If so, give full name and number of your Local as well as the International with which it is affiliated.

.....

.....

.....

29. To what other social or community organizations do you belong? (Club, church, lodge, etc.)

.....

.....

.....

30. What offices have you held in such organizations?.....

.....

31. What evening classes or special schools and lectures have you attended? Give dates.

Date	Subject	Length of Course	Name of Instructor	School or Organization	Address of School or Organization

.....

.....

.....

32. What textbooks did you use in connection with these classes? .....

.....

.....

33. Among the books you have read, give a list of those you have enjoyed the most.....

.....

.....

34. Tell what you have read last year. (Name the books, magazines, papers, etc.).....

.....

.....

35. If accepted, what subjects do you wish to study at the Summer School? .....

.....

.....

36. Remarks .....

.....

.....

.....

.....

Application blanks should be sent in as early as possible even if the candidate is not absolutely sure of being able to attend. In the final selection of candidates consideration will be given those who have applied early and, in communities where it is possible, have attended study classes during the winter.

The Summer School reserves the right to exclude at any time students whose conduct, health, or academic standing it regards as undesirable.

APPENDIX N

CONSTITUTION

February, 1922

Article I—Name

Section I. The name of this committee shall be "The Joint Administrative Committee of the Bryn Mawr Summer School for Women Workers in Industry."

Article II—Purpose

Section I. The purpose of this committee shall be to administer the Bryn Mawr Summer School for Women Workers in Industry.

"The aim of the Summer School is to offer young women in industry opportunities to study liberal subjects and to train themselves in clear thinking.

"The teaching will be carried on by instructors who have an intelligent understanding of the students' practical experience in industry and of the labor movement. It will be conducted in a spirit of impartial inquiry with freedom of discussion and freedom of academic teaching. The school is not committed to any theory or dogma.

"It is hoped that thus the students may secure a truer insight into the problems of the industrial order, may increase their influence, and may add to the happiness of their own lives."

Article III—Membership

Section I. This Committee shall be composed of

President M. Carey Thomas as a permanent member.

The Director, Assistant Director, Executive Secretary, the Chairman of Publicity Committee of the Bryn Mawr Alumnæ Association (without a vote) and the Finance Chairman; two representatives of the Bryn Mawr Summer School Faculty; and a representative of the Bryn Mawr Undergraduate Body (without a vote) shall be members at large, since they are employed in carrying out specific pieces of work for the Committee.

The other members shall be as follows:

Eight representatives of the College, including as ex-officio members the President of the College and the head of the Carola Woerishoffer Graduate Department of Social Economy and Social Research. The Board of Directors of Bryn Mawr College shall have three representatives and the Faculty of the College shall have three representatives.

Seven representatives of the College appointed from the Bryn Mawr College Alumnæ Association by its Executive Board including as an ex-officio member, the President of the Association.

Eight representatives of women in industry at large elected by the Alumnæ of the Bryn Mawr Summer School for Women Workers in Industry. (It was the sense of the meeting which adopted this Constitution, Feb. 11th, 1922, that "women in industry" be interpreted to mean (1) women who have worked in industry for a living or are so employed at present or (2) women who are employed by a labor organization.)

Seven representatives of women in industry elected from the Alumnæ Association of the Bryn Mawr Summer School for Women Workers in Industry, including as an ex-officio member, the President of the Association.

Section II. These members shall all be elected or appointed previous to the annual meeting of the Joint Administrative Committee as follows:

The members at large for one year.

On October 15th, 1922, two representatives from both the College Faculty and Directors' groups shall continue for a sec-

ond year and one member of each group shall terminate his or her office, vacancies to be filled each year for two-year periods.

On October 15th, 1922, three of the present representatives of the Bryn Alumnæ Association shall continue their office for another year; three shall terminate their office; that thereafter, three new appointments shall be made each year for periods of two years each.

In October, 1922, four of the present representatives of women in industry at large shall continue their office another year and four terminate their office. Each year the Alumnæ of the Summer School shall elect four members of this group by proportional representation for two-year periods.

In October, 1922, three of the present representatives of the Alumnæ Association of the Bryn Mawr Summer School for Women Workers in Industry shall continue their office for another year, three shall terminate their office; that thereafter three new appointments shall be made each year.

Section III. All members may be reëlected or reappointed for a second term, but they may not be reëlected or reappointed after two consecutive terms of office until an intervening term of office has elapsed.

Section IV. If any member of the Joint Administrative Committee is absent from three consecutive committee meetings, unless a good reason is given, his or her seat shall be declared vacant and the group from which he or she comes will be asked to elect another representative.

Section V. The Board of Directors of Bryn Mawr College has the privilege of appointing alternates for each of its three representatives. An alternate may vote only in the absence of the principal.

Article IV—Officers

Section I. The President of Bryn Mawr College shall be chairman of the Joint Administrative Committee.

Section II. The Treasurer of Bryn Mawr College shall ad-

minister the funds of the Summer School for Women Workers in Industry.

Section III. There shall be a Secretary of the Joint Administrative Committee elected each year by the Joint Administrative Committee from its members.

Article V—Committees

Section I. There shall be an Executive Committee composed of President Thomas, the President of the College, Director, Assistant Director, Executive Secretary, President of the Bryn Mawr Alumnæ Association, Chairman of the Bryn Mawr Alumnæ Committee, Chairmen of Standing Committees, and at least five representatives of women in industry who shall be elected each year from among their number.

Section II. There shall be the following standing committees:

Admissions and Scholarship, Instruction, Workers' Education, and Administration (Halls, Health and Business) appointed by the Chairman of the Joint Administrative Committee. On these committees there shall be representatives both of the College and Women in Industry, appointed by the Chairman of the Joint Administrative Committee in consultation with the Chairman of each Committee.

There shall be a Publicity Committee, the Chairman and membership of which shall correspond to the Publicity Committee for the College plus representatives appointed by the Chairman of the Joint Administrative Committee from Women in Industry.

There shall be a Finance Committee whose Chairman shall be appointed by the Executive Committee, not necessarily from among their number. The membership of the Finance Committee shall be: National Finance Chairman, the President of Bryn Mawr College, the Treasurer of Bryn Mawr College, the President of the Alumnæ Association (ex-officio), the Chairman of the Publicity Committee of the Alumnæ Association (ex-officio), the seven alumnæ district councillors,

the chairmen of the district summer school committees and two women representing labor appointed by the Chairman of the Finance Committee (ex-officio), and seven representatives of labor from the districts covered by the committees.

A committee on Group A students shall be appointed by the Chairman of the Joint Administrative Committee from among the representatives of Women in Industry on the Joint Administrative Committee.

Article VI—Meetings

Section I. There shall be each year at least two meetings of the Joint Administrative Committee—Fall and Winter.

Section II. The first meeting after the close of the Summer School shall be considered the annual meeting.

Section III. There shall be at least two corresponding meetings of the Executive Committee and as many more as are necessary to take charge of the business in the interim of meetings of the Joint Administrative Committee.

Section IV. All committees shall meet when necessary for the conduct of their duties.

Article VII

Section I. No meeting shall be considered to have a quorum unless there are present at least 8 members of the Joint Administrative Committee representing the college and at least 8 representing Women in Industry as defined in the foregoing constitution.

Article VIII—Amendments

Section I. To amend this constitution at least two weeks' notice of the proposed change must be given in writing to members previous to the meeting in which it is to be voted upon.

CONSTITUTION

Adopted October 16, 1926, by The Joint Administrative Committee

Article I—Name

Section 1. The name of this committee shall be "The Joint Administrative Committee of Resident Summer Schools for Women Workers in Industry."

Article II—Purpose

Section 1. The purpose of this Joint Administrative Committee shall be to extend educational opportunities to women workers in industry, by means of resident Summer Schools made possible through the use of college buildings and equipment, and carried on through the coöperation of college alumnæ and women workers in industry.

Article III—Membership

Section 1. This Committee shall be composed of

President Emeritus M. Carey Thomas as a life member.

1. Eight college alumnæ.
2. Eight women in industry.
3. Two faculty members of resident Summer Schools, from among the faculty group of the current year.
4. A Chairman, and the Executives of the Resident Summer School Board, the Executives serving without a vote.

Section 2. These members shall be elected or appointed as follows:

For the year 1926-1927, four women in industry members, and four college alumnæ shall be appointed to serve for one year; four of each of these two groups shall be appointed to serve for two years.

Hereafter, these two groups shall be elected or appointed

for two years, previous to the annual meeting of the Committee as follows:

1. The Nominating Committee shall present a list of nominations for the members of the first group on the Committee at least one month previous to the annual meeting. (The number of nominations shall be at least double the number of places to be filled.)

2. The College Alumnæ members of the Committee shall proceed to elect the new college members from among those nominated.

3. The former students of resident Summer Schools shall nominate and elect the women in industry members. A majority of the women in industry shall be former students of Resident Summer Schools.

4. The faculty members shall be elected by the faculties of the schools of the current year.

5. The Committee as a whole shall elect a Chairman, either from among the members of the Committee, or else as an additional member.

Section 3. All members may be elected or reappointed for a second term, but they may not be reëlected after two consecutive terms of office until an intervening term of office has elapsed.

Section 4. If any member of the Committee is absent from two consecutive Committee meetings, unless a good reason is given, the seat shall be declared vacant and the chairman shall appoint with the approval of the Board, a member to serve in this place.

Article IV—Officers

Section 1. The Chairman of the Committee shall direct the work of this organization.

Section 2. There shall be a Treasurer elected each year by the Committee either from among its members or outside the Committee. The Resident Summer School office shall be responsible for all secretarial work.

Article V—Committees

Section 1. There shall be an Executive Committee of nine composed of equal numbers of college alumnæ and women in industry and one faculty member, the officers of the committee acting ex-officio. This Committee shall be elected by the group as a whole.

Section 2. There shall be the following Standing Committees:

1. Education Committee.
2. Admissions Committee.
3. Publicity Committee.
4. Finance Committee.
5. Nominating Committee.

The Chairman of the Joint Administrative Committee shall be Chairman of the Education Committee. The Executive Secretary shall be Chairman of the Admissions Committee. Other Chairmen and all committee members shall be appointed by the Chairman of the Joint Administrative Committee.

Article VI—Meetings

Section 1. There shall be each year at least one meeting of the Committee.

Section 2. The first meeting after the close of the Summer School shall be considered the annual meeting.

Section 3. There shall be as many meetings of the Executive Committee as are necessary to take charge of the business in the interim of the meetings of the Resident Summer School Committee.

Section 4. All Standing Committees shall meet when necessary for the conduct of their duties.

Article VII—Quorum

Nine members of the Board shall be considered a quorum.

Article VIII—Amendments

Section 1. To amend this constitution at least two weeks' notice of the proposed change must be given in writing to members, previous to the meeting in which it is to be voted upon.

CONSTITUTION

Adopted December 8, 1929, by

The Joint Committee of Affiliated Summer Schools for Women Workers in Industry

Preamble: Believing joint administration by college women and women workers in industry on a basis of equality and mutual confidence to be a sound foundation policy of this educational movement, this Constitution is drawn up to carry out this policy, as follows:

Article I—Name

The name of this committee shall be "The Joint Committee of Affiliated Summer Schools for Women Workers in Industry."

Article II—Purpose

The purpose of this Joint Committee shall be to extend educational opportunities to women workers in industry, by means of Summer Schools made possible through the use of college buildings and equipment and carried on through the coöperation of college alumnæ and women workers in industry; to coördinate this Summer School movement through the affiliation of existing or future Summer Schools for women workers.

Article III—Membership

Section 1. This Committee shall be composed of:

1. President Emeritus M. Carey Thomas as a life member.
2. Two representatives from each affiliated School.
3. Four college or university alumnæ at large.

4. Four women workers in industry at large.

5. A Chairman, the Directors of Affiliated Schools, and the Executives of the Central Office, the Directors and Executives serving without a vote.

Section 2. These members shall be elected or appointed as follows:

For the year 1928-1929 two women in industry members and two college or university alumnæ shall be elected to serve for one year; two of each of these two groups shall be elected each year to serve for two years. Hereafter, these groups shall be elected or appointed for two years, previous to the annual meeting of the Committee, as follows:

The Nominating Committee shall present in writing a list of nominations for the members of these two groups on the Committee at least two months previous to the annual meeting. The number of nominations shall be at least double the number of places to be filled. Preferential consideration shall be given to nominations made by Affiliated Schools or by members of the Joint Committee. The Joint Committee shall then proceed to elect the new members from among those nominated.

Section 3. The Committee as a whole shall elect a chairman, either from among the members of the Committee, or else as an additional member.

All members may be elected or reappointed for a second term, but they may not be reëlected after two consecutive terms of office until an intervening term of office has elapsed.

Section 4. If any member of the Committee is absent from two consecutive Committee meetings, unless a good reason is given, the seat shall be declared vacant, and the Chairman shall, with the approval of the Committee, appoint a member to serve in this place.

Article IV—Officers

Section 1. The Chairman of the Committee shall direct the work of this organization.

Section 2. There shall be a Treasurer elected each year by the Committee either from among its members or outside the Committee. The Central Office shall be responsible for all secretarial work.

Article V—Committees

Section 1. There shall be an Executive Committee of seven representing all groups, the officers of the Committee acting ex-officio. This Committee shall be elected by the group as a whole.

Section 2. There shall be the following standing committees:

A. Education Committee
   1. To decide curriculum, etc., for Bryn Mawr.
   2. To arrange conferences on teaching, collect information on faculty for Affiliated Schools.

B. Admissions Committee
   1. To admit students to Bryn Mawr.
   2. To confer on district recruiting problems of all Affiliated Schools.

C. Finance Committee
   1. To raise funds for Bryn Mawr.
   2. To discuss general financial questions applying to all Affiliated Schools.

D. Committee on the Bryn Mawr Summer School. To discuss any Bryn Mawr matters which need special study, not affecting other Schools, and to make recommendations to the Joint Committee on these questions.

E. Nominating Committee (composed of members of the Joint Committee) to nominate a group of college or university alumnæ and women workers in industry at large, to be elected by the Joint Committee. Nominations made by Affiliated Schools or by members of the Joint Committee shall be given preferential consideration.

All Committee members shall be appointed by the Chair-

man. The majority of members on each Committee shall be members of the Joint Committee unless otherwise specified. The Committee Chairmen shall be selected from this group. The minority members on these Committees may be selected from outside the Joint Committee, chosen by the Committees, or by the Joint Committee.

Section 3. Special Committees. The Chairman shall appoint special Committees when necessary.

Article VI—Meetings

Section 1. There shall be each year at least one meeting of the Committee.

2. The first meeting after the close of the Summer School shall be considered the annual meeting.

3. There shall be as many meetings of the Executive Committee as are necessary to take charge of the business in the interim of the meetings of the Joint Committee.

4. All Standing Committees shall meet when necessary for the conduct of their duties.

Article VII—Finances

Section 1. The affiliation fee for each School shall be $100.

2. Dues after the first year shall be $100 for each School.

3. In addition there shall be a pro rata charge for any special services rendered, this amount to be agreed upon between the Central Finance Committee and each Affiliated School.

4. Traveling expenses for members at large to meetings of the Joint Committee shall be paid by the Joint Committee. Traveling expenses for all committee meetings not authorized in the regular budget shall be submitted to the Finance Committee for approval.

Article VIII—Quorum

Seven members of the Joint Committee shall be considered a quorum.

Article IX—Amendments

Section 1. To amend this constitution at least two weeks' notice of the proposed change must be given in writing to members previous to the meeting in which it is to be voted upon.